

*State of Iowa*

# **Iowa**

# **Administrative**

# **Code**

# **Supplement**

Biweekly  
November 11, 2015



**STEPHANIE A. HOFF**  
ADMINISTRATIVE CODE EDITOR

---

Published by the  
STATE OF IOWA  
UNDER AUTHORITY OF IOWA CODE SECTION 17A.6

The Iowa Administrative Code Supplement is published biweekly pursuant to Iowa Code section 17A.6. The Supplement contains replacement chapters to be inserted in the loose-leaf Iowa Administrative Code (IAC) according to instructions included with each Supplement. The replacement chapters incorporate rule changes which have been adopted by the agencies and filed with the Administrative Rules Coordinator as provided in Iowa Code sections 7.17 and 17A.4 to 17A.6. To determine the specific changes in the rules, refer to the Iowa Administrative Bulletin bearing the same publication date.

In addition to the changes adopted by agencies, the replacement chapters may reflect objection to a rule or a portion of a rule filed by the Administrative Rules Review Committee (ARRC), the Governor, or the Attorney General pursuant to Iowa Code section 17A.4(6); an effective date delay imposed by the ARRC pursuant to section 17A.4(7) or 17A.8(9); rescission of a rule by the Governor pursuant to section 17A.4(8); or nullification of a rule by the General Assembly pursuant to Article III, section 40, of the Constitution of the State of Iowa.

The Supplement may also contain replacement pages for the IAC Index or the Uniform Rules on Agency Procedure.

# **INSTRUCTIONS**

## **FOR UPDATING THE**

### **IOWA ADMINISTRATIVE CODE**

Agency names and numbers in bold below correspond to the divider tabs in the IAC binders. New and replacement chapters included in this Supplement are listed below. Carefully remove and insert chapters accordingly.

Editor's telephone (515)281-3355 or (515)242-6873

#### **Educational Examiners Board[282]**

Replace Chapters 12 and 13

Replace Chapters 15 and 16

Replace Chapter 18

Replace Chapter 20

Replace Chapters 22 to 24

Replace Chapter 27

#### **Transportation Department[761]**

Replace Analysis

Replace Chapters 10 to 12

Replace Chapter 102

#### **Volunteer Service, Iowa Commission on[817]**

Replace Analysis

Insert Chapter 11



## CHAPTER 12 FEES

**282—12.1(272) Issuance of licenses, certificates, authorizations, and statements of professional recognition.** All application and licensure fees are nonrefundable. The fee for the issuance of a license, certificate, statement of professional recognition, or authorization shall be \$89 unless otherwise specified below:

1. Class E emergency license shall be \$154.
2. Paraeducator certificate shall be \$44.
3. Behind-the-wheel authorization shall be \$44.

[ARC 9743B, IAB 9/7/11, effective 10/12/11; ARC 2017C, IAB 6/10/15, effective 7/15/15; ARC 2229C, IAB 11/11/15, effective 12/16/15]

**282—12.2(272) Fees for the renewal or extension of licenses, certificates, statements of professional recognition, and authorizations.** The fee for the renewal or extension of a license, certificate, statement of professional recognition, or authorization shall be \$89 unless otherwise specified below:

1. The renewal of the paraeducator certificate shall be \$44.
2. The renewal of the behind-the-wheel authorization shall be \$44.
3. A one-year extension for renewal of a coaching authorization shall be \$44.
4. A one-year extension of the initial license shall be \$29. This extension may be issued if the applicant needs one additional year to meet the experience requirement for the standard license, but has met Iowa teaching standards, pursuant to rule 282—20.4(272).

5. A \$29 fee for an extension of the initial administrator license, which may be issued instead of renewing the initial administrator license if the applicant verifies one of the criteria listed in 282—subrule 20.8(2).

[ARC 9743B, IAB 9/7/11, effective 10/12/11; ARC 2017C, IAB 6/10/15, effective 7/15/15; ARC 2229C, IAB 11/11/15, effective 12/16/15]

**282—12.3(272) Evaluation fee.** Each application from an out-of-state institution for initial licensure shall include, in addition to the basic fee for the issuance of a license, a one-time nonrefundable \$64 evaluation fee. Each application or request for a statement of professional recognition shall include a one-time nonrefundable \$64 evaluation fee.

[ARC 2229C, IAB 11/11/15, effective 12/16/15]

**282—12.4(272) Adding endorsements.**

**12.4(1) Fee for each added endorsement.** The fee for each additional endorsement to a license following the issuance of the initial license and endorsement(s) shall be \$54. The fee for each additional endorsement added to a paraeducator certificate shall be \$29.

**12.4(2) Fee for transcript review.** Applicants may ask the board of educational examiners to analyze transcripts if the applicant believes all requirements have been met. Applicants who request board of educational examiners transcript analysis shall be assessed a \$64 transcript evaluation fee for each new endorsement requested. This fee shall be in addition to the fee for adding the endorsement.

[ARC 2017C, IAB 6/10/15, effective 7/15/15; ARC 2229C, IAB 11/11/15, effective 12/16/15]

**282—12.5(272) Duplicate licenses, authorizations, and statements of professional recognition.** The fee for the issuance of a duplicate practitioner's license, certificate, statement of professional recognition, or authorization shall be \$19.

[ARC 2017C, IAB 6/10/15, effective 7/15/15; ARC 2229C, IAB 11/11/15, effective 12/16/15]

**282—12.6(272) Late fees.**

**12.6(1)** An additional fee of \$29 per calendar month, not to exceed \$174, shall be imposed if an application for renewal or conversion of a Class A, B, or E license or a statement of professional recognition (SPR) is submitted after the date of expiration of a practitioner's license. Waiver of the late fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

**12.6(2)** Failure to hold an endorsement. An additional fee of \$29 per calendar month, not to exceed \$174, shall be imposed if the practitioner holds a valid Iowa license but does not hold an endorsement for the type of service for which the practitioner is employed.

**12.6(3)** Failure to hold valid Iowa license or authorization. An additional fee of \$104 per calendar month, not to exceed \$520, shall be imposed if the practitioner does not hold a valid Iowa license or authorization. The fee will begin to be assessed on the first day of the school year for which the practitioner is employed until the practitioner submits a completed application packet for the appropriate license. The penalty will enforce Iowa Code section 272.7. Waiver of the fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

[ARC 2017C, IAB 6/10/15, effective 7/15/15; ARC 2229C, IAB 11/11/15, effective 12/16/15]

**282—12.7(272) Fees nonrefundable.** All fees as set out in this chapter are nonrefundable.

**282—12.8(272) Portfolio review and evaluation fees.** The fee for review and evaluation of an applicant portfolio is set as follows:

**12.8(1)** For the professional education core, the portfolio review and evaluation fee shall be \$504.

**12.8(2)** For content endorsement, the portfolio review and evaluation fee shall be \$254.

[ARC 8606B, IAB 3/10/10, effective 4/14/10; ARC 2229C, IAB 11/11/15, effective 12/16/15]

**282—12.9(272) Retention of incomplete applications.**

**12.9(1)** *Timeline for complete application materials to be submitted.* Upon receipt of an incomplete application, the executive director will send a letter of deficiencies to the applicant stipulating that complete application materials must be submitted to the board office within 45 days of the date the letter is received. If the materials are not received within that timeline, the application process will be closed. If the applicant submits information after the 45-day deadline, the application process requires submission of a complete set of application materials and fees, including late fees if applicable, for practicing with an expired license, without the proper endorsement, or without an Iowa board-issued license.

**12.9(2)** *Background check.* The background check fee will be valid for one year. If a license is not issued within one year of a completed background check, the background check shall be considered void.

**12.9(3)** *Timeline for audited online renewals.* Upon receipt of notification that the online renewal application has been audited, the applicant shall have 30 days to submit the official transcripts and mandatory reporter verification to the board office. If the materials are not received within that timeline, the applicant will be notified that the application process is closed. If the applicant submits information after the 30-day deadline, the application process requires submission of a complete set of application materials and fees. If the license expires during the 30-day deadline and the applicant is teaching, the school district will be notified that the applicant's license is expired and the individual shall not continue teaching until the complete application materials are submitted to the board office.

**12.9(4)** *Request for additional time.* If the applicant is not able to submit the application materials by the deadline, the applicant may contact the executive director with a request for additional time. The applicant must submit verification as to the need for the additional time. The executive director will review the request and provide a written decision either approving or denying the request.

[ARC 9386B, IAB 2/23/11, effective 3/30/11; ARC 2017C, IAB 6/10/15, effective 7/15/15]

These rules are intended to implement Iowa Code chapter 272.

[Filed 12/24/08, Notice 10/22/08—published 1/14/09, effective 2/18/09]

[Filed ARC 8606B (Notice ARC 8251B, IAB 11/4/09), IAB 3/10/10, effective 4/14/10]

[Filed ARC 9386B (Notice ARC 9203B, IAB 11/3/10), IAB 2/23/11, effective 3/30/11]

[Filed ARC 9743B (Notice ARC 9570B, IAB 6/29/11), IAB 9/7/11, effective 10/12/11]

[Filed ARC 2017C (Notice ARC 1919C, IAB 3/18/15), IAB 6/10/15, effective 7/15/15]

[Filed ARC 2229C (Notice ARC 2131C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]

CHAPTER 13  
ISSUANCE OF TEACHER LICENSES AND ENDORSEMENTS

[Prior to 1/14/09, see Educational Examiners Board[282] Ch 14]

**282—13.1(272) All applicants desiring Iowa licensure.**

**13.1(1) Licenses, authorizations, certificates, and statements of professional recognition.** Licenses, authorizations, certificates, and statements of professional recognition are issued upon application filed on a form provided by the board of educational examiners and upon completion of the following:

*a. National criminal history background check.* An initial applicant will be required to submit a completed fingerprint packet that accompanies the application to facilitate a national criminal history background check. The fee for the evaluation of the fingerprint packet will be assessed to the applicant.

*b. Iowa division of criminal investigation background check.* An Iowa division of criminal investigation (DCI) background check will be conducted on initial applicants. The fee for the evaluation of the DCI background check will be assessed to the applicant.

*c. Registries and records check.* A check of the following registries and records will be conducted on initial applicants: the sex offender registry under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, the central registry for dependent adult abuse information maintained under Iowa Code chapter 235B, and the information in the Iowa court information system available to the general public. The fee for checks of these registries and records will be assessed to the applicant.

**13.1(2) Temporary permits.** The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check. The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

[ARC 0563C, IAB 1/23/13, effective 1/1/13; ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—13.2(272) Applicants from recognized Iowa institutions.** Rescinded ARC 2016C, IAB 6/10/15, effective 7/15/15.

**282—13.3(272) Applicants from non-Iowa institutions.** Rescinded ARC 2016C, IAB 6/10/15, effective 7/15/15.

**282—13.4(272) Applicants from foreign institutions.** Rescinded ARC 2016C, IAB 6/10/15, effective 7/15/15.

**282—13.5(272) Teacher licenses.** A license may be issued to applicants who fulfill the general requirements set out in subrule 13.5(1) and the specific requirements set out for each license.

**13.5(1) General requirements.** The applicant shall:

*a.* Have a baccalaureate degree from a regionally accredited institution.  
*b.* Have completed a state-approved teacher education program.  
*c.* Have completed the teacher preparation coursework set forth in 281—subrules 79.15(2) to 79.15(5).

*d.* Have completed student teaching in the subject area and grade level endorsement desired.

*e.* Have completed the requirements for one of the basic teaching endorsements.

*f.* Provide a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed.

**13.5(2) Applicants from non-Iowa institutions.**

*a.* Definitions.

*“Nontraditional”* means any method of teacher preparation that falls outside the traditional method of preparing teachers, that provides at least a one- or two-year sequenced program of instruction taught at regionally accredited and state-approved colleges or universities, that includes commonly recognized pedagogy classes being taught for course credit, and that requires a student teaching component.

*“Proficiency,”* for the purposes of paragraph 13.5(2) *“e,”* means that an applicant has passed all parts of the standard.

*“Recognized non-Iowa teacher preparation institution”* means an institution that is state-approved and is accredited by the regional accrediting agency for the territory in which the institution is located.

*b.* In addition to the requirements set forth in subrule 13.5(1), applicants from non-Iowa institutions:

(1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate.

(2) Shall provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013. If the teacher preparation program was completed prior to January 1, 2013, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed (or verify highly qualified status) or must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

(3) Shall provide an official institutional transcript(s) to be analyzed for the requirements necessary for Iowa licensure. An applicant must have completed at least 75 percent of the coursework as outlined in 281—subrules 79.15(2) to 79.15(5) and an endorsement requirement through a two- or four-year institution in order for the endorsement to be included on the license. An applicant who has not completed at least 75 percent of the coursework for at least one of the basic Iowa teaching endorsements completed will not be issued a license.

(4) Shall demonstrate recency of experience by providing verification of either one year of teaching experience or six semester hours of college credit during the five-year period immediately preceding the date of application.

(5) Shall not be subject to any pending disciplinary proceedings in any state or country.

(6) Shall comply with all requirements with regard to application processes and payment of licensure fees.

*c.* If through a transcript analysis, the teacher preparation coursework as outlined in 281—subrules 79.15(2) to 79.15(5) or one of the basic teaching endorsement requirements for Iowa is not met, the applicant may be eligible for the equivalent Iowa endorsement areas, as designated by the Iowa board of educational examiners, based on current and valid National Board Certification.

*d.* If the teacher preparation program was considered nontraditional, candidates will be asked to verify the following:

(1) That the program was for secondary education;

(2) A cumulative grade point average of 2.50 on a 4.0 scale from a regionally accredited institution; and

(3) The completion of a student teaching or internship experience or three years of teaching experience.

*e.* If the teacher preparation coursework as outlined in 281—subrules 79.15(2) to 79.15(5) cannot be reviewed through a traditional transcript evaluation, a portfolio review and evaluation process may be utilized.

(1) An applicant must demonstrate proficiency in a minimum of at least 75 percent of the teacher preparation coursework as outlined in 281—subrules 79.15(2) to 79.15(5).

(2) An applicant must meet with the board of educational examiners to answer any of the board’s questions concerning the portfolio.

**13.5(3) Applicants from foreign institutions.** An applicant for initial licensure whose preparation was completed in a foreign institution must obtain a course-by-course credential evaluation report completed by one of the board-approved credential evaluation services and then file this report with the Iowa board



of educational examiners for a determination of eligibility for licensure. After receiving the notification of eligibility by the Iowa board of educational examiners, the applicant must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.

[ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—13.6(272) Specific requirements for an initial license.** An initial license valid for two years may be issued to an applicant who meets the general requirements set forth in rule 282—13.5(272).

[ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—13.7(272) Specific requirements for a standard license.** A standard license valid for five years may be issued to an applicant who:

1. Meets the general requirements set forth in rule 282—13.5(272), and
2. Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years' successful teaching experience. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful teaching experience in an Iowa nonpublic school or three years' successful teaching experience in an out-of-state K-12 educational setting.

[ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—13.8(272) Specific requirements for a master educator's license.** A master educator's license is valid for five years and may be issued to an applicant who:

1. Is the holder of or is eligible for a standard license as set out in rule 282—13.7(272), and
2. Verifies five years of successful teaching experience, and
3. Completes one of the following options:
  - Master's degree from a regionally accredited college or university in a recognized endorsement area, or
  - Master's degree from a regionally accredited college or university in curriculum, effective teaching, or a similar degree program which has a focus on school curriculum or instruction.

[ARC 1168C, IAB 11/13/13, effective 12/18/13]

**282—13.9(272) Teacher intern license.**

**13.9(1) Authorization.** The teacher intern is authorized to teach in grades 7 to 12.

**13.9(2) Term.** The term of the teacher intern license will be one school year. This license is nonrenewable.

**13.9(3) Teacher intern requirements.** A teacher intern license may be issued to an applicant who has been recommended by an institution with a state-approved intern program and who has met the background check requirements set forth in rule 282—13.1(272).

**13.9(4) Requirements to convert the teacher intern license to the initial license.** An initial license shall be issued upon application provided that the teacher intern has met the requirements as verified by the recommendation from the state-approved program.

**13.9(5) Requirements to extend the teacher intern license if the teacher intern does not complete all of the education coursework during the term of the teacher intern license.**

a. A one-year extension of the teacher intern license may be issued upon application provided that the teacher intern has met both of the following requirements:

- (1) Successful completion of one year of teaching experience during the teacher internship.
- (2) Verification by the recommending official at the approved teacher intern program that the teacher intern has not completed all of the coursework required for the initial license.

*b.* Only one year of teaching experience during the term of the teacher intern license or the extension of a teacher intern license may be used to convert the teacher intern license to a standard teaching license.

[ARC 8688B, IAB 4/7/10, effective 5/12/10; ARC 9925B, IAB 12/14/11, effective 1/18/12; ARC 0698C, IAB 5/1/13, effective 6/5/13; ARC 0865C, IAB 7/24/13, effective 8/28/13; ARC 1374C, IAB 3/19/14, effective 4/23/14; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—13.10(272) Specific requirements for a Class A extension license.** A nonrenewable Class A extension license valid for one year may be issued to an individual under one of the following conditions:

**13.10(1)** *Based on an expired Iowa certificate or license, exclusive of a Class A extension or Class B license.*

*a.* The holder of an expired license, exclusive of a Class A extension or Class B license, shall be eligible to receive a Class A extension license upon application. This license shall be endorsed for the type of service authorized by the expired license on which it is based.

*b.* The holder of an expired license who is currently under contract with an Iowa educational unit (area education agency/local education agency/local school district) and who does not meet the renewal requirements for the license held shall be required to secure the signature of the superintendent or designee before the license will be issued.

**13.10(2)** *Based on a mentoring and induction program.* An applicant may be eligible for a Class A extension license if the school district, after conducting a comprehensive evaluation, recommends and verifies that the applicant shall participate in the mentoring program for a third year. No further extensions are available for this type of Class A extension license.

[ARC 7987B, IAB 7/29/09, effective 9/2/09; ARC 8134B, IAB 9/9/09, effective 10/14/09; ARC 8957B, IAB 7/28/10, effective 9/1/10; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—13.11(272) Specific requirements for a Class B license.** A Class B license, which is valid for two years and which is nonrenewable, may be issued to an individual under the following conditions:

**13.11(1)** *Endorsement in progress.* The individual has a valid initial, standard, master educator, permanent professional, Class A extension, exchange, or professional service license and one or more endorsements but is seeking to obtain some other endorsement. A Class B license may be issued if requested by an employer and if the individual seeking to obtain some other endorsement has completed at least two-thirds of the requirements, or one-half of the content requirements in a state-designated shortage area, leading to completion of all requirements for the endorsement. A Class B license may not be issued for the driver's education endorsement.

**13.11(2)** *Program of study for special education endorsement.* The college or university must outline the program of study necessary to meet the special education endorsement requirements. This program of study must be attached to the application.

**13.11(3)** *Request for executive director decision.* If the minimum content requirements have not been met for the Class B license, a one-year executive director decision license may be issued if requested by the school district and if the school district can demonstrate that a candidate with the proper endorsement was not found after a diligent search. The executive director decision license may not be renewed and will expire on June 30 of the fiscal year in which it was issued.

**13.11(4)** *Expiration.* The Class B license will expire on June 30 of the fiscal year in which it was issued plus one year.

[ARC 7987B, IAB 7/29/09, effective 9/2/09; ARC 8133B, IAB 9/9/09, effective 10/14/09; ARC 9207B, IAB 11/3/10, effective 12/8/10; ARC 9573B, IAB 6/29/11, effective 8/3/11; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—13.12(272) Specific requirements for a Class C license.** Rescinded IAB 7/29/09, effective 9/2/09.

**282—13.13(272) Specific requirements for a Class D occupational license.** Rescinded IAB 7/29/09, effective 9/2/09.

**282—13.14(272) Specific requirements for a Class E emergency extension license.** A nonrenewable license valid for one year may be issued to an individual as follows:

**13.14(1) *Expired license.*** Based on an expired Class A or Class B license, the holder of the expired license shall be eligible to receive a Class E emergency extension license upon application and submission of all required materials.

**13.14(2) *Application.*** The application process will require transcripts of coursework completed during the term of the expired license, a program of study indicating the coursework necessary to obtain full licensure, and registration for coursework to be completed during the term of the Class E emergency extension license. The Class E emergency extension license will be denied if the applicant has not completed any coursework during the term of the Class A or Class B license unless extenuating circumstances are verified.

[ARC 7987B, IAB 7/29/09, effective 9/2/09; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—13.15(272) Specific requirements for a Class G license.** A nonrenewable Class G license valid for one year may be issued to an individual who must complete a school counseling practicum or internship in an approved program in preparation for the professional school counselor endorsement. The Class G license may be issued under the following limited conditions:

1. Verification of a baccalaureate degree from a regionally accredited institution.
2. Verification from the institution that the individual is admitted and enrolled in a school counseling program.
3. Verification that the individual has completed the coursework and competencies required prior to the practicum or internship.
4. Written documentation of the requirements listed in “1” to “3” above, provided by the official at the institution where the individual is completing the approved school counseling program and forwarded to the Iowa board of educational examiners with the application form for licensure.

[ARC 1328C, IAB 2/19/14, effective 3/26/14]

**282—13.16(272) Specific requirements for a substitute teacher’s license.**

**13.16(1) *Substitute teacher requirements.*** A substitute teacher’s license may be issued to an individual who provides verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and who:

- a. Has completed a traditional teacher preparation program and been the holder of, or presently holds, or is eligible to hold, a license in Iowa; or
- b. Holds a valid or expired teaching certificate based on a nontraditional teacher preparation program, is able to verify three years of teaching experience, and provides passing scores on tests mandated by the state that issued the certificate. The license issued will contain a disclaimer stating that the holder of this license may not be eligible for full Iowa teaching licensure.

**13.16(2) *Validity.*** A substitute license is valid for five years and for not more than 90 days of teaching in one assignment during any one school year. A school district administrator may file a written request with the board for an extension of the 90-day limit in one assignment on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request.

**13.16(3) *Authorization.*** The holder of a substitute license is authorized to substitute teach in any school system in any position in which a regularly licensed teacher is employed except in the driver’s education classroom. In addition to the authority inherent in the initial, standard, master educator, professional administrator, regional exchange, and permanent professional licenses and the endorsement(s) held, the holder of one of these regular licenses may substitute on the same basis as the holder of a substitute license while the regular license is in effect. The executive director may grant permission for a substitute to serve outside of a substitute’s regular authority under unique circumstances.

[ARC 9205B, IAB 11/3/10, effective 12/8/10; ARC 9206B, IAB 11/3/10, effective 12/8/10; ARC 0605C, IAB 2/20/13, effective 3/27/13; ARC 1324C, IAB 2/19/14, effective 3/26/14; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—13.17(272) Specific requirements for exchange licenses.****13.17(1) *Teacher exchange license.***

a. For an applicant applying under 13.5(2), a one-year nonrenewable exchange license may be issued to the applicant under any of the following conditions:

(1) The applicant has met the minimum coursework requirements for licensure but has some coursework deficiencies. Any coursework deficiencies must be completed for college credit through a regionally accredited institution, with the exception of human relations which may be taken for licensure renewal credit through an approved provider.

(2) The applicant submits verification that the applicant has applied for and will receive the applicant's first teaching license and is waiting for the processing or printing of a valid and current out-of-state license. The lack of a valid and current out-of-state license will be listed as a deficiency.

(3) The applicant has not met the requirement for recency set forth in 13.5(2) "b"(4).

b. After the term of the exchange license has expired, the applicant may apply to be fully licensed if the applicant has completed all requirements and is eligible for full licensure.

**13.17(2) *International teacher exchange license.***

a. A nonrenewable international exchange license may be issued to an applicant under the following conditions:

(1) The applicant has completed a teacher education program in another country; and

(2) The applicant is a participant in a teacher exchange program administered through the Iowa department of education, the U.S. Department of Education, or the U.S. Department of State.

b. Each exchange license shall be limited to the area(s) and level(s) of instruction as determined by an analysis of the application and the credential evaluation report.

c. This license shall not exceed one year unless the applicant can verify continued participation in the exchange program beyond one year.

d. After the term of the exchange license has expired, the applicant may apply to be fully licensed if the applicant has completed all requirements and is eligible for full licensure.

**13.17(3) *Military exchange license.*****a. *Definitions.***

"*Military service*" means honorably serving on federal active duty, state active duty, or national guard duty, as defined in Iowa Code section 29A.1; in the military services of other states, as provided in 10 U.S.C. Section 101(c); or in the organized reserves of the United States, as provided in 10 U.S.C. Section 10101.

"*Veteran*" means an individual who meets the definition of "veteran" in Iowa Code section 35.1(2).

b. *Spouses of active duty military service members applying under 13.5(2).* A three-year nonrenewable military exchange license may be issued to the applicant under the following conditions:

(1) The applicant has completed a traditional teacher preparation program at a regionally accredited and state-approved two- or four-year college.

(2) The applicant is the holder of a valid and current or an expired teaching license from another state.

(3) The applicant provides verification of the applicant's connection to or the applicant's spouse's connection to the military by providing a copy of current military orders with either a marriage license or a copy of a military ID card for the applicant's spouse.

(4) This license may be converted to a one-year regional exchange license upon application and payment of fees.

c. *Veterans or their spouses applying under 13.5(2).* A three-year military exchange license may be issued to an applicant who meets the requirements of 13.17(3) "b"(1) and (2). A veteran must provide a copy of the veteran's DD 214. A spouse must provide a copy of the veteran spouse's DD 214 and the couple's marriage license.

d. *Spouses of active duty military service veterans, or veterans' spouses applying under 13.5(2).* If the applicant has completed a nontraditional teacher preparation program but is not eligible for a teaching license, the applicant will be issued a substitute license, and the initial review for the portfolio review

process will be completed by board staff. An applicant must provide verification of connection to the military outlined in 13.17(3)“b”(3) or 13.17(3)“c.”

*e. Military education, training, and service credit.* An applicant for the military exchange license may apply for credit for verified military education, training, or service toward any experience or educational requirement for licensure by submitting documentation to the board of educational examiners. The applicant shall identify the experience or educational requirement to which the credit would be applied if granted. The board of educational examiners shall promptly determine whether the verified military education, training, or service will satisfy all or any part of the identified experience or educational requirement for licensure.

*f. Fees.* Fees for the background check, evaluation and license issued pursuant to 13.17(3) will be limited to the fee outlined in rule 282—12.1(272) for the issuance of a license.

[ARC 8138B, IAB 9/9/09, effective 10/14/09; ARC 8604B, IAB 3/10/10, effective 4/14/10; ARC 9072B, IAB 9/8/10, effective 10/13/10; ARC 9840B, IAB 11/2/11, effective 12/7/11; ARC 0563C, IAB 1/23/13, effective 1/1/13; ARC 0868C, IAB 7/24/13, effective 8/28/13; ARC 1166C, IAB 11/13/13, effective 12/18/13; ARC 1323C, IAB 2/19/14, effective 3/26/14; ARC 1454C, IAB 5/14/14, effective 6/18/14; ARC 1878C, IAB 2/18/15, effective 3/25/15; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—13.18(272) General requirements for an original teaching subject area endorsement.** Rescinded ARC 2016C, IAB 6/10/15, effective 7/15/15.

**282—13.19(272) NCATE-accredited programs.** Rescinded IAB 6/17/09, effective 7/22/09.

**282—13.20** Reserved.

**282—13.21(272) Human relations requirements for practitioner licensure.** Rescinded ARC 2016C, IAB 6/10/15, effective 7/15/15.

**282—13.22(272) Development of human relations components.** Rescinded ARC 2016C, IAB 6/10/15, effective 7/15/15.

**282—13.23 to 13.25** Reserved.

**282—13.26(272) Requirements for elementary endorsements.**

**13.26(1) Teacher—prekindergarten-kindergarten.**

*a. Authorization.* The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level.

*b. Content.*

(1) Human growth and development: infancy and early childhood, unless completed as part of the professional education core.

(2) Curriculum development and methodology for young children.

(3) Child-family-school-community relationships (community agencies).

(4) Guidance of young children three to six years of age.

(5) Organization of prekindergarten-kindergarten programs.

(6) Child and family nutrition.

(7) Language development and learning.

(8) Kindergarten: programs and curriculum development.

**13.26(2) Teacher—prekindergarten through grade three.**

*a. Authorization.* The holder of this endorsement is authorized to teach children from birth through grade three.

*b. Content.*

(1) Child growth and development with emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, for infants and toddlers, preprimary, and primary school children (grades one through three), unless combined as part of the professional education core.

(2) Historical, philosophical, and social foundations of early childhood education.

(3) Developmentally appropriate curriculum with emphasis on integrated multicultural and nonsexist content including language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology, including adaptations for individual needs, for infants and toddlers, preprimary, and primary school children.

(4) Characteristics of play and creativity, and their contributions to the cognitive, language, physical, social and emotional development and learning of infants and toddlers, preprimary, and primary school children.

(5) Classroom organization and individual interactions to create positive learning environments for infants and toddlers, preprimary, and primary school children based on child development theory emphasizing guidance techniques.

(6) Observation and application of developmentally appropriate assessments for infants and toddlers, preprimary, and primary school children recognizing, referring, and making adaptations for children who are at risk or who have exceptional educational needs and talents.

(7) Home-school-community relationships and interactions designed to promote and support parent, family and community involvement, and interagency collaboration.

(8) Family systems, cultural diversity, and factors which place families at risk.

(9) Child and family health and nutrition.

(10) Advocacy, legislation, and public policy as they affect children and families.

(11) Administration of child care programs to include staff and program development and supervision and evaluation of support staff.

(12) Pre-student teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings, such as rural and urban, socioeconomic status, cultural diversity, program types, and program sponsorship.

(13) Student teaching experiences with two different age levels, one before kindergarten and one from kindergarten through grade three.

**13.26(3) Teacher—prekindergarten through grade three, including special education.**

*a. Authorization.* The holder of this endorsement is authorized to teach children from birth through grade three.

*b. Content.*

(1) Child growth and development.

1. Understand the nature of child growth and development for infants and toddlers (birth through age 2), preprimary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, aesthetics, and adaptive behavior.

2. Understand individual differences in development and learning including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities.

3. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity influences development and learning.

(2) Developmentally appropriate learning environment and curriculum implementation.

1. Establish learning environments with social support, from the teacher and from other students, for all children to meet their optimal potential, with a climate characterized by mutual respect, encouraging and valuing the efforts of all regardless of proficiency.

2. Appropriately use informal and formal assessment to monitor development of children and to plan and evaluate curriculum and teaching practices to meet individual needs of children and families.

3. Plan, implement, and continuously evaluate developmentally and individually appropriate curriculum goals, content, and teaching practices for infants, toddlers, preprimary and primary children based on the needs and interests of individual children, their families and community.

4. Use both child-initiated and teacher-directed instructional methods, including strategies such as small and large group projects, unstructured and structured play, systematic instruction, group discussion and cooperative decision making.

5. Develop and implement integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children.

6. Develop and implement integrated learning experiences that facilitate cognition, communication, social and physical development of infants and toddlers within the context of parent-child and caregiver-child relationships.

7. Develop and implement learning experiences for preprimary and primary children with focus on multicultural and nonsexist content that includes development of responsibility, aesthetic and artistic development, physical development and well-being, cognitive development, and emotional and social development.

8. Develop and implement learning experiences for infants, toddlers, preprimary, and primary children with a focus on language, mathematics, science, social studies, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology.

9. Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs.

10. Adapt materials, equipment, the environment, programs and use of human resources to meet social, cognitive, physical motor, communication, and medical needs of children and diverse learning needs.

(3) Health, safety and nutrition.

1. Design and implement physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning.

2. Promote nutritional practices that support cognitive, social, cultural and physical development of young children.

3. Implement appropriate appraisal and management of health concerns of young children including procedures for children with special health care needs.

4. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures.

5. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.

(4) Family and community collaboration.

1. Apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities.

2. Assist families in identifying resources, priorities, and concerns in relation to the child's development.

3. Link families, based on identified needs, priorities and concerns, with a variety of resources.

4. Use communication, problem-solving and help-giving skills in collaboration with families and other professionals to support the development, learning and well-being of young children.

5. Participate as an effective member of a team with other professionals and families to develop and implement learning plans and environments for young children.

(5) Professionalism.

1. Understand legislation and public policy that affect all young children, with and without disabilities, and their families.

2. Understand legal aspects, historical, philosophical, and social foundations of early childhood education and special education.

3. Understand principles of administration, organization and operation of programs for children from birth to age 8 and their families, including staff and program development, supervision and evaluation of staff, and continuing improvement of programs and services.

4. Identify current trends and issues of the profession to inform and improve practices and advocate for quality programs for young children and their families.

5. Adhere to professional and ethical codes.

6. Engage in reflective inquiry and demonstration of professional self-knowledge.

(6) Pre-student teaching field experiences. Complete 100 clock hours of pre-student teaching field experience with three age levels in infant and toddler, preprimary, and primary programs and in different

settings, such as rural and urban, encompassing differing socioeconomic status, ability levels, cultural and linguistic diversity and program types and sponsorship.

(7) Student teaching. Complete a supervised student teaching experience of a total of at least 12 weeks in at least two different classrooms which include children with and without disabilities in two of three age levels: infant and toddler, preprimary, and primary.

**13.26(4) Teacher—elementary classroom.** These requirements will sunset on August 31, 2015.

*a. Authorization.* The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

*b. Content.*

(1) Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core.

(2) Methods and materials of teaching elementary language arts.

(3) Methods and materials of teaching elementary reading.

(4) Elementary curriculum (methods and materials).

(5) Methods and materials of teaching elementary mathematics.

(6) Methods and materials of teaching elementary science.

(7) Children's literature.

(8) Methods and materials of teaching elementary social studies.

(9) Methods and materials in two of the following areas:

1. Methods and materials of teaching elementary health.

2. Methods and materials of teaching elementary physical education.

3. Methods and materials of teaching elementary art.

4. Methods and materials of teaching elementary music.

(10) Pre-student teaching field experience in at least two different grades.

(11) A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

**13.26(5) Teacher—elementary classroom.** Effective September 1, 2015, the following requirements apply to persons who wish to teach in the elementary classroom:

*a. Authorization.* The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

*b. Content.*

(1) Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core.

(2) At least 9 semester hours in literacy which must include:

1. Content:

- Children's literature;

- Oral and written communication skills for the twenty-first century.

2. Methods:

- Assessment, diagnosis and evaluation of student learning in literacy;

- Integration of the language arts (to include reading, writing, speaking, viewing, and listening);

- Integration of technology in teaching and student learning in literacy;

- Current best-practice, research-based approaches of literacy instruction;

- Classroom management as it applies to literacy methods;

- Pre-student teaching clinical experience in teaching literacy.

(3) At least 9 semester hours in mathematics which must include:

1. Content:

- Numbers and operations;

- Algebra/number patterns;

- Geometry;

- Measurement;

- Data analysis/probability.

2. Methods:



- Assessment, diagnosis and evaluation of student learning in mathematics;
  - Current best-practice, research-based instructional methods in mathematical processes (to include problem solving; reasoning; communication; the ability to recognize, make and apply connections; integration of manipulatives; the ability to construct and to apply multiple connected representations; and the application of content to real world experiences);
  - Integration of technology in teaching and student learning in mathematics;
  - Classroom management as it applies to mathematics methods;
  - Pre-student teaching clinical experience in teaching mathematics.
- (4) At least 9 semester hours in social sciences which must include:
1. Content:
    - History;
    - Geography;
    - Political science/civic literacy;
    - Economics;
    - Behavioral sciences.
  2. Methods:
    - Current best-practice, research-based approaches to the teaching and learning of social sciences;
    - Integration of technology in teaching and student learning in social sciences;
    - Classroom management as it applies to social science methods.
- (5) At least 9 semester hours in science which must include:
1. Content:
    - Physical science;
    - Earth/space science;
    - Life science.
  2. Methods:
    - Current best-practice, research-based methods of inquiry-based teaching and learning of science;
    - Integration of technology in teaching and student learning in science;
    - Classroom management as it applies to science methods.
- (6) At least 3 semester hours to include all of the following:
1. Methods of teaching elementary physical education, health, and wellness;
  2. Methods of teaching visual arts for the elementary classroom;
  3. Methods of teaching performance arts for the elementary classroom.
- (7) Pre-student teaching field experience in at least two different grade levels to include one primary and one intermediate placement.
- (8) A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

[ARC 8400B, IAB 12/16/09, effective 1/20/10; ARC 8401B, IAB 12/16/09, effective 1/20/10; ARC 8402B, IAB 12/16/09, effective 1/20/10; ARC 8607B, IAB 3/10/10, effective 4/14/10; ARC 0446C, IAB 11/14/12, effective 12/19/12; ARC 2016C, IAB 6/10/15, effective 7/15/15]

## **282—13.27(272) Requirements for middle school endorsements.**

**13.27(1) Authorization.** The holder of this endorsement is authorized to teach in the two concentration areas in which the specific requirements have been completed as well as in other subject areas in grades five through eight which are not the core content areas. The holder is not authorized to teach art, industrial arts, music, reading, physical education, talented and gifted, English as a second language, and special education.

### **13.27(2) Program requirements.**

- a. Be the holder of a currently valid Iowa teacher's license with either the general elementary endorsement or one of the subject matter secondary level endorsements set out in rule 282—13.28(272).
- b. A minimum of 9 semester hours of required coursework in the following:

(1) Coursework in the growth and development of the middle school age child, specifically addressing the social, emotional, physical and cognitive characteristics and needs of middle school age children in addition to related studies completed as part of the professional education core.

(2) Coursework in middle school design, curriculum, instruction, and assessment including, but not limited to, interdisciplinary instruction, teaming, and differentiated instruction in addition to related studies completed as part of the professional education core.

(3) Coursework to prepare middle school teachers in literacy (reading, writing, listening and speaking) strategies for students in grades five through eight and in methods to include these strategies throughout the curriculum.

c. Thirty hours of middle school field experiences included in the coursework requirements listed in 13.27(2) “b”(1) to (3).

**13.27(3) Concentration areas.** To obtain this endorsement, the applicant must complete the coursework requirements in two of the following content areas:

a. *Social studies concentration.* The social studies concentration requires 12 semester hours of coursework in social studies to include coursework in United States history, world history, government and geography.

b. *Mathematics concentration.* The mathematics concentration requires 12 semester hours in mathematics to include coursework in algebra.

c. *Science concentration.* The science concentration requires 12 semester hours in science to include coursework in life science, earth science, and physical science.

d. *Language arts concentration.* The language arts concentration requires 12 semester hours in language arts to include coursework in composition, language usage, speech, young adult literature, and literature across cultures.

[ARC 2016C, IAB 6/10/15, effective 7/15/15]

## **282—13.28(272) Minimum content requirements for teaching endorsements.**

**13.28(1) Agriculture.** 5-12. Completion of 24 semester credit hours in agriculture and agriculture education to include:

- a. Foundations of vocational and career education.
- b. Planning and implementing courses and curriculum.
- c. Methods and techniques of instruction to include evaluation of programs and students.
- d. Coordination of cooperative education programs.
- e. Coursework in each of the following areas and at least three semester credit hours in five of the following areas:

- (1) Agribusiness systems.
- (2) Power, structural, and technical systems.
- (3) Plant systems.
- (4) Animal systems.
- (5) Natural resources systems.
- (6) Environmental service systems.
- (7) Food products and processing systems.

**13.28(2) Art.** K-8 or 5-12. Completion of 24 semester hours in art to include coursework in art history, studio art, and two- and three-dimensional art.

**13.28(3) Business—all.** 5-12. Completion of 30 semester hours in business to include 6 semester hours in accounting, 3 semester hours in business law to include contract law, 3 semester hours in computer and technical applications in business, 6 semester hours in marketing to include consumer studies, 3 semester hours in management, 6 semester hours in economics, and 3 semester hours in business communications to include formatting, language usage, and oral presentation. Coursework in entrepreneurship and in financial literacy may be a part of, or in addition to, the coursework listed above.

**13.28(4) Driver education.** 5-12. Completion of 9 semester hours in driver education to include coursework in accident prevention that includes drug and alcohol abuse; vehicle safety; and behind-the-wheel driving.

**13.28(5) English/language arts.**

*a. K-8.* Completion of 24 semester hours in English and language arts to include coursework in oral communication, written communication, language development, reading, children's literature, creative drama or oral interpretation of literature, and American literature.

*b. 5-12.* Completion of 24 semester hours in English to include coursework in oral communication, written communication, language development, reading, American literature, English literature and adolescent literature.

**13.28(6) Language arts.** 5-12. Completion of 40 semester hours in language arts to include coursework in the following areas:

*a. Written communication.*

(1) Develops a wide range of strategies and appropriately uses writing process elements (e.g., brainstorming, free-writing, first draft, group response, continued drafting, editing, and self-reflection) to communicate with different audiences for a variety of purposes.

(2) Develops knowledge of language structure (e.g., grammar), language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique, and discuss print and nonprint texts.

*b. Oral communication.*

(1) Understands oral language, listening, and nonverbal communication skills; knows how to analyze communication interactions; and applies related knowledge and skills to teach students to become competent communicators in varied contexts.

(2) Understands the communication process and related theories, knows the purpose and function of communication and understands how to apply this knowledge to teach students to make appropriate and effective choices as senders and receivers of messages in varied contexts.

*c. Language development.*

(1) Understands inclusive and appropriate language, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.

(2) Develops strategies to improve competency in the English language arts and understanding of content across the curriculum for students whose first language is not English.

*d. Young adult literature, American literature, and world literature.*

(1) Reads, comprehends, and analyzes a wide range of texts to build an understanding of self as well as the cultures of the United States and the world in order to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment. Among these texts are fiction and nonfiction, graphic novels, classic and contemporary works, young adult literature, and nonprint texts.

(2) Reads a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

(3) Applies a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Draws on prior experience, interactions with other readers and writers, knowledge of word meaning and of other texts, word identification strategies, and an understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

(4) Participates as a knowledgeable, reflective, creative, and critical member of a variety of literacy communities.

*e. Creative voice.*

(1) Understands the art of oral interpretation and how to provide opportunities for students to develop and apply oral interpretation skills in individual and group performances for a variety of audiences, purposes and occasions.

(2) Understands the basic skills of theatre production including acting, stage movement, and basic stage design.

*f. Argumentation/debate.*

(1) Understands concepts and principles of classical and contemporary rhetoric and is able to plan, prepare, organize, deliver and evaluate speeches and presentations.

(2) Understands argumentation and debate and how to provide students with opportunities to apply skills and strategies for argumentation and debate in a variety of formats and contexts.

*g. Journalism.*

(1) Understands ethical standards and major legal issues including First Amendment rights and responsibilities relevant to varied communication content. Utilizes strategies to teach students about the importance of freedom of speech in a democratic society and the rights and responsibilities of communicators.

(2) Understands the writing process as it relates to journalism (e.g., brainstorming, questioning, reporting, gathering and synthesizing information, writing, editing, and evaluating the final media product).

(3) Understands a variety of forms of journalistic writing (e.g., news, sports, features, opinion, Web-based) and the appropriate styles (e.g., Associated Press, multiple sources with attribution, punctuation) and additional forms unique to journalism (e.g., headlines, cutlines, and/or visual presentations).

*h. Mass media production.*

(1) Understands the role of the media in a democracy and the importance of preserving that role.

(2) Understands how to interpret and analyze various types of mass media messages in order for students to become critical consumers.

(3) Develops the technological skills needed to package media products effectively using various forms of journalistic design with a range of visual and auditory methods.

*i. Reading strategies (if not completed as part of the professional education core requirements).*

(1) Uses a variety of skills and strategies to comprehend and interpret complex fiction, nonfiction and informational text.

(2) Reads for a variety of purposes and across content areas.

**13.28(7) Foreign language.** K-8 and 5-12. Completion of 24 semester hours in each foreign language for which endorsement is sought.

**13.28(8) Health.** K-8 and 5-12. Completion of 24 semester hours in health to include coursework in public or community health, personal wellness, substance abuse, family life education, mental/emotional health, and human nutrition. A current certificate of CPR training is required in addition to the coursework requirements.

For holders of physical education or family and consumer science endorsements, completion of 18 credit hours in health to include coursework in public or community health, personal wellness, substance abuse, family life education, mental/emotional health, and human nutrition. A current certificate of CPR training is required in addition to the coursework requirements.

**13.28(9) Family and consumer sciences—general.** 5-12. Completion of 24 semester hours in family and consumer sciences to include coursework in lifespan development, parenting and child development education, family studies, consumer resource management, textiles or apparel design and merchandising, housing, foods and nutrition, and foundations of career and technical education as related to family and consumer sciences.

**13.28(10) Industrial technology.** 5-12. Completion of 24 semester hours in industrial technology to include coursework in manufacturing, construction, energy and power, graphic communications and transportation. The coursework is to include at least 6 semester hours in three different areas.

**13.28(11) Journalism.** 5-12. Completion of 15 semester hours in journalism to include coursework in writing, editing, production and visual communications.

**13.28(12) Mathematics.**

*a. K-8.* Completion of 24 semester hours in mathematics to include coursework in algebra, geometry, number theory, measurement, computer programming, and probability and statistics.

*b. 5-12.*

(1) Completion of 24 semester hours in mathematics to include a linear algebra or an abstract (modern) algebra course, a geometry course, a two-course sequence in calculus, a computer programming course, a probability and statistics course, and coursework in discrete mathematics.

(2) For holders of the physics 5-12 endorsement, completion of 17 semester hours in mathematics to include a geometry course, a two-course sequence in calculus, a probability and statistics course, and coursework in discrete mathematics.

(3) For holders of the all science 9-12 endorsement, completion of 17 semester hours in mathematics to include a geometry course, a two-course sequence in calculus, a probability and statistics course, and coursework in discrete mathematics.

*c. 5-8 algebra for high school credit.* For a 5-8 algebra for high school credit endorsement, hold either the K-8 mathematics or middle school mathematics endorsement and complete a college algebra or linear algebra class. This endorsement allows the holder to teach algebra to grades 5-8 for high school credit.

**13.28(13) Music.**

*a. K-8.* Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history, and applied music, and a methods course in each of the following: general, choral, and instrumental music.

*b. 5-12.* Completion of 24 semester hours in music to include coursework in music theory (at least two courses), music history (at least two courses), applied music, and conducting, and a methods course in each of the following: general, choral, and instrumental music.

**13.28(14) Physical education.**

*a. K-8.* Completion of 24 semester hours in physical education to include coursework in human anatomy, human physiology, movement education, adaptive physical education, personal wellness, human growth and development of children related to physical education, and first aid and emergency care. A current certificate of CPR training is required in addition to the coursework requirements.

*b. 5-12.* Completion of 24 semester hours in physical education to include coursework in human anatomy, kinesiology, human physiology, human growth and development related to maturational and motor learning, adaptive physical education, curriculum and administration of physical education, personal wellness, and first aid and emergency care. A current certificate of CPR training is required in addition to the coursework requirements.

**13.28(15) Reading.**

*a. K-8 requirements.* Completion of 24 semester hours in reading to include all of the following requirements:

(1) Foundations of reading. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction.

2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.

3. The practitioner demonstrates knowledge of the major components of reading, such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and effectively integrates curricular standards with student interests, motivation, and background knowledge.

(2) Reading in the content areas. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.

2. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

(3) Practicum. This requirement includes the following competencies:

1. The practitioner works with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing.

2. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development.

(4) Language development. This requirement includes the following competency: The practitioner uses knowledge of language development and acquisition of reading skills (birth through sixth grade), and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

(5) Oral communication. This requirement includes the following competencies:

1. The practitioner has knowledge of the unique needs and backgrounds of students with language differences and delays.

2. The practitioner uses effective strategies for facilitating the learning of Standard English by all learners.

(6) Written communication. This requirement includes the following competency: The practitioner uses knowledge of reading-writing-speaking connections; the writing process; the stages of spelling development; the different types of writing, such as narrative, expressive, persuasive, informational and descriptive; and the connections between oral and written language development to effectively teach writing as communication.

(7) Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:

1. The practitioner uses knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating the results of ongoing assessments to all stakeholders.

2. The practitioner demonstrates awareness of policies and procedures related to special programs, including Title I.

(8) Children's nonfiction and fiction. This requirement includes the following competency: The practitioner uses knowledge of children's literature for:

1. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology- and media-based information; and nonprint materials;

2. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and

3. Matching text complexities to the proficiencies and needs of readers.

(9) Reading instructional strategies. This requirement includes the following competency: The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds.

*b. 5-12 requirements.* Completion of 24 semester hours in reading to include all of the following requirements:

(1) Foundations of reading. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction.

2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.

3. The practitioner demonstrates knowledge of the major components of reading such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and integrates curricular standards with student interests, motivation, and background knowledge.

(2) Reading in the content areas. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.

2. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

(3) Practicum. This requirement includes the following competencies:

1. The practitioner works with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing.

2. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research, and works with colleagues and families in the support of students' reading and writing development.

(4) Language development. This requirement includes the following competency: The practitioner uses knowledge of the relationship of language acquisition and language development with the acquisition and development of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

(5) Oral communication. This requirement includes the following competency: The practitioner demonstrates knowledge of the unique needs and backgrounds of students with language differences and uses effective strategies for facilitating the learning of Standard English by all learners.

(6) Written communication. This requirement includes the following competency: The practitioner uses knowledge of reading-writing-speaking connections to teach the skills and processes necessary for writing narrative, expressive, persuasive, informational, and descriptive texts, including text structures and mechanics such as grammar, usage, and spelling.

(7) Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:

1. The practitioner uses knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating the results of ongoing assessments to all stakeholders.

2. The practitioner demonstrates awareness of policies and procedures related to special programs.

(8) Adolescent or young adult nonfiction and fiction. This requirement includes the following competency: The practitioner uses knowledge of adolescent or young adult literature for:

1. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology and media-based information; and nonprint materials;

2. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds and perspectives; and

3. Matching text complexities to the proficiencies and needs of readers.

(9) Reading instructional strategies. This requirement includes the following competency: The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds.

**13.28(16) Reading specialist. K-12.** The applicant must have met the requirements for the standard license and a teaching endorsement, and present evidence of at least one year of experience which included the teaching of reading as a significant part of the responsibility.

a. *Authorization.* The holder of this endorsement is authorized to serve as a reading specialist in kindergarten and grades one through twelve.

b. *Program requirements.* Degree—master's.

c. *Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 27 semester hours to include the following:

(1) Educational psychology/human growth and development.

(2) Educational measurement and evaluation.

(3) Foundations of reading.

(4) Diagnosis of reading problems.

(5) Remedial reading.

- (6) Psychology of reading.
- (7) Language learning and reading disabilities.
- (8) Practicum in reading.
- (9) Administration and supervision of reading programs at the elementary and secondary levels.

**13.28(17) Science.**

*a. Science—basic. K-8.*

(1) Required coursework. Completion of at least 24 semester hours in science to include 12 hours in physical sciences, 6 hours in biology, and 6 hours in earth/space sciences.

(2) Pedagogy competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

*b. Biological science. 5-12.* Completion of 24 semester hours in biological science or 30 semester hours in the broad area of science to include 15 semester hours in biological science.

*c. Chemistry. 5-12.* Completion of 24 semester hours in chemistry or 30 semester hours in the broad area of science to include 15 semester hours in chemistry.

*d. Earth science. 5-12.* Completion of 24 semester hours in earth science or 30 semester hours in the broad area of science to include 15 semester hours in earth science.

*e. Basic science. 5-12.* Completion of 24 semester hours of credit in science to include the following:

(1) Six semester hours of credit in earth and space science to include the following essential concepts and skills:

1. Understand and apply knowledge of energy in the earth system.

2. Understand and apply knowledge of geochemical cycles.

(2) Six semester hours of credit in life science/biological science to include the following essential concepts and skills:

1. Understand and apply knowledge of the cell.

2. Understand and apply knowledge of the molecular basis of heredity.

3. Understand and apply knowledge of the interdependence of organisms.

4. Understand and apply knowledge of matter, energy, and organization in living systems.

5. Understand and apply knowledge of the behavior of organisms.

(3) Six semester hours of credit in physics/physical science to include the following essential concepts and skills:

1. Understand and apply knowledge of the structure of atoms.

2. Understand and apply knowledge of the structure and properties of matter.

3. Understand and apply knowledge of motions and forces.

4. Understand and apply knowledge of interactions of energy and matter.

(4) Six semester hours of credit in chemistry to include the following essential concepts and skills:

1. Understand and apply knowledge of chemical reactions.

2. Be able to design and conduct scientific investigations.

*f. Physical science. Rescinded IAB 11/14/12, effective 12/19/12.*

*g. Physics.*

(1) 5-12. Completion of 24 semester hours in physics or 30 semester hours in the broad area of science to include 15 semester hours in physics.

(2) For holders of the mathematics 5-12 endorsement, completion of:

1. 12 credits of physics to include coursework in mechanics, electricity, and magnetism; and

2. A methods class that includes inquiry-based instruction, resource management, and laboratory safety.



(3) For holders of the chemistry 5-12 endorsement, completion of 12 credits of physics to include coursework in mechanics, electricity, and magnetism.

*h. All science I. Rescinded IAB 11/14/12, effective 12/19/12.*

*i. All science. 5-12.*

(1) Completion of 36 semester hours of credit in science to include the following:

1. Nine semester hours of credit in earth and space science to include the following essential concepts and skills:

- Understand and apply knowledge of energy in the earth system.
- Understand and apply knowledge of geochemical cycles.
- Understand and apply knowledge of the origin and evolution of the earth system.
- Understand and apply knowledge of the origin and evolution of the universe.

2. Nine semester hours of credit in life science/biological science to include the following essential concepts and skills:

- Understand and apply knowledge of the cell.
- Understand and apply knowledge of the molecular basis of heredity.
- Understand and apply knowledge of the interdependence of organisms.
- Understand and apply knowledge of matter, energy, and organization in living systems.
- Understand and apply knowledge of the behavior of organisms.
- Understand and apply knowledge of biological evolution.

3. Nine semester hours of credit in physics/physical science to include the following essential concepts and skills:

- Understand and apply knowledge of the structure of atoms.
- Understand and apply knowledge of the structure and properties of matter.
- Understand and apply knowledge of motions and forces.
- Understand and apply knowledge of interactions of energy and matter.
- Understand and apply knowledge of conservation of energy and increase in disorder.

4. Nine semester hours of credit in chemistry to include the following essential concepts and skills:

- Understand and apply knowledge of chemical reactions.
- Be able to design and conduct scientific investigations.

(2) Pedagogy competencies.

1. Understand the nature of scientific inquiry, its central role in science, and how to use the skills and processes of scientific inquiry.

2. Understand the fundamental facts and concepts in major science disciplines.

3. Be able to make conceptual connections within and across science disciplines, as well as to mathematics, technology, and other school subjects.

4. Be able to use scientific understanding when dealing with personal and societal issues.

**13.28(18) Social sciences.**

*a. American government. 5-12.* Completion of 24 semester hours in American government or 30 semester hours in the broad area of social sciences to include 15 semester hours in American government.

*b. American history. 5-12.* Completion of 24 semester hours in American history or 30 semester hours in the broad area of social sciences to include 15 semester hours in American history.

*c. Anthropology. 5-12.* Completion of 24 semester hours in anthropology or 30 semester hours in the broad area of social sciences to include 15 semester hours in anthropology.

*d. Economics. 5-12.* Completion of 24 semester hours in economics or 30 semester hours in the broad area of social sciences to include 15 semester hours in economics, or 30 semester hours in the broad area of business to include 15 semester hours in economics.

*e. Geography. 5-12.* Completion of 24 semester hours in geography or 30 semester hours in the broad area of social sciences to include 15 semester hours in geography.

*f. History. K-8.* Completion of 24 semester hours in history to include at least 9 semester hours in American history and 9 semester hours in world history.

*g. Psychology. 5-12.* Completion of 24 semester hours in psychology or 30 semester hours in the broad area of social sciences to include 15 semester hours in psychology.

*h. Social studies.* K-8. Completion of 24 semester hours in social studies, to include coursework from at least three of these areas: history, sociology, economics, American government, psychology and geography.

*i. Sociology.* 5-12. Completion of 24 semester hours in sociology or 30 semester hours in the broad area of social sciences to include 15 semester hours in sociology.

*j. World history.* 5-12. Completion of 24 semester hours in world history or 30 semester hours in the broad area of social sciences to include 15 semester hours in world history.

*k. All social sciences.* 5-12. Completion of 51 semester hours in the social sciences to include 9 semester hours in each of American and world history, 9 semester hours in government, 6 semester hours in sociology, 6 semester hours in psychology other than educational psychology, 6 semester hours in geography, and 6 semester hours in economics.

**13.28(19) Speech communication/theatre.**

*a. K-8.* Completion of 20 semester hours in speech communication/theatre to include coursework in speech communication, creative drama or theatre, and oral interpretation.

*b. 5-12.* Completion of 24 semester hours in speech communication/theatre to include coursework in speech communication, oral interpretation, creative drama or theatre, argumentation and debate, and mass media communication.

**13.28(20) English as a second language (ESL).** K-12.

*a. Authorization.* The holder of this endorsement is authorized to teach English as a second language in kindergarten and grades one through twelve.

*b. Content.* Completion of 18 semester hours of coursework in English as a second language to include the following:

(1) Knowledge of pedagogy to include the following:

1. Methods and curriculum to include the following:

- Bilingual and ESL methods.
- Literacy in native and second language.
- Methods for subject matter content.
- Adaptation and modification of curriculum.

2. Assessment to include language proficiency and academic content.

(2) Knowledge of linguistics to include the following:

1. Psycholinguistics and sociolinguistics.

2. Language acquisition and proficiency to include the following:

- Knowledge of first and second language proficiency.
- Knowledge of first and second language acquisition.
- Language to include structure and grammar of English.

(3) Knowledge of cultural and linguistic diversity to include the following:

1. History.
2. Theory, models, and research.
3. Policy and legislation.

(4) Current issues with transient populations.

**13.28(21) Elementary school teacher librarian.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a teacher librarian in prekindergarten through grade eight.

*b. Content.* Completion of 24 semester hours in school library coursework to include the following:

(1) Literacy and reading. This requirement includes the following competencies:

1. Practitioners collaborate with other teachers to integrate developmentally appropriate literature in multiple formats to support literacy in children.

2. Practitioners demonstrate knowledge of resources and strategies to foster leisure reading and model personal enjoyment of reading among children, based on familiarity with selection tools and current trends in literature for children.

(2) Information and knowledge. This requirement includes the following competencies:

1. Practitioners teach multiple strategies to locate, analyze, evaluate, and ethically use information in the context of inquiry-based learning.
  2. Practitioners advocate for flexible and open access to library resources, both physical and virtual.
  3. Practitioners uphold and promote the legal and ethical codes of their profession, including privacy, confidentiality, freedom and equity of access to information.
  4. Practitioners use skills and knowledge to assess reference sources, services, and tools in order to mediate between information needs and resources to assist learners in determining what they need.
  5. Practitioners model and facilitate authentic learning with current and emerging digital tools for locating, analyzing, evaluating and ethically using information resources to support research, learning, creating, and communicating in a digital society.
  6. Practitioners demonstrate knowledge of creative and innovative uses of technologies to engage students and facilitate higher-level thinking.
  7. Practitioners develop an articulated information literacy curriculum grounded in research related to the information search process.
- (3) Program administration and leadership. This requirement includes the following competencies:
1. Practitioners evaluate and select print, nonprint, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of the educational community.
  2. Practitioners demonstrate knowledge necessary to organize the library collections according to current standard library cataloging and classification principles.
  3. Practitioners develop policies and procedures to support ethical use of information, intellectual freedom, selection and reconsideration of library materials, and the privacy of users.
  4. Practitioners develop strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.
- (4) Practicum. This requirement includes the following competencies:
1. Practitioners apply knowledge of learning styles, stages of human growth and development, and cultural influences of learning at the elementary level.
  2. Practitioners implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning in a digital environment at the elementary level.
  3. Practitioners understand the teacher librarian role in curriculum development and the school improvement process at the elementary level.
  4. Practitioners collaborate to integrate information literacy and emerging technologies into content area curricula at the elementary level.
- 13.28(22) Secondary school teacher librarian.**
- a. Authorization.* The holder of this endorsement is authorized to serve as a teacher librarian in grades five through twelve.
- b. Content.* Completion of 24 semester hours in school library coursework to include the following:
- (1) Literacy and reading. This requirement includes the following competencies:
    1. Practitioners collaborate with other teachers to integrate developmentally appropriate literature in multiple formats to support literacy in young adults.
    2. Practitioners demonstrate knowledge of resources and strategies to foster leisure reading and model personal enjoyment of reading among young adults, based on familiarity with selection tools and current trends in literature for young adults.
  - (2) Information and knowledge. This requirement includes the following competencies:
    1. Practitioners teach multiple strategies to locate, analyze, evaluate, and ethically use information in the context of inquiry-based learning.
    2. Practitioners advocate for flexible and open access to library resources, both physical and virtual.
    3. Practitioners uphold and promote the legal and ethical codes of their profession, including privacy, confidentiality, freedom and equity of access to information.

4. Practitioners use skills and knowledge to assess reference sources, services, and tools in order to mediate between information needs and resources to assist learners in determining what they need.

5. Practitioners model and facilitate authentic learning with current and emerging digital tools for locating, analyzing, evaluating and ethically using information resources to support research, learning, creating, and communicating in a digital society.

6. Practitioners demonstrate knowledge of creative and innovative uses of technologies to engage students and facilitate higher-level thinking.

7. Practitioners develop an articulated information literacy curriculum grounded in research related to the information search process.

(3) Program administration and leadership. This requirement includes the following competencies:

1. Practitioners evaluate and select print, nonprint, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of the educational community.

2. Practitioners demonstrate knowledge necessary to organize the library collections according to current standard library cataloging and classification principles.

3. Practitioners develop policies and procedures to support ethical use of information, intellectual freedom, selection and reconsideration of library materials, and the privacy of users.

4. Practitioners develop strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

(4) Practicum. This requirement includes the following competencies:

1. Practitioners apply knowledge of learning styles, stages of human growth and development, and cultural influences of learning at the secondary level.

2. Practitioners implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning in a digital environment at the secondary level.

3. Practitioners understand the teacher librarian role in curriculum development and the school improvement process at the secondary level.

4. Practitioners collaborate to integrate information literacy and emerging technologies into content area curricula at the secondary level.

**13.28(23) School teacher librarian. PK-12.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a teacher librarian in prekindergarten through grade twelve. The applicant must be the holder of or eligible for the initial license.

b. *Program requirements.* Degree—master's.

c. *Content.* Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 30 semester hours in school library coursework, to include the following:

(1) Literacy and reading. This requirement includes the following competencies:

1. Practitioners collaborate with other teachers to integrate developmentally appropriate literature in multiple formats to support literacy for youth of all ages.

2. Practitioners demonstrate knowledge of resources and strategies to foster leisure reading and model personal enjoyment of reading, based on familiarity with selection tools and current trends in literature for youth of all ages.

3. Practitioners understand how to develop a collection of reading and informational materials in print and digital formats that supports the diverse developmental, cultural, social and linguistic needs of all learners and their communities.

4. Practitioners model and teach reading comprehension strategies to create meaning from text for youth of all ages.

(2) Information and knowledge. This requirement includes the following competencies:

1. Practitioners teach multiple strategies to locate, analyze, evaluate, and ethically use information in the context of inquiry-based learning.

2. Practitioners advocate for flexible and open access to library resources, both physical and virtual.

3. Practitioners uphold and promote the legal and ethical codes of their profession, including privacy, confidentiality, freedom and equity of access to information.

4. Practitioners use skills and knowledge to assess reference sources, services, and tools in order to mediate between information needs and resources to assist learners in determining what they need.

5. Practitioners model and facilitate authentic learning with current and emerging digital tools for locating, analyzing, evaluating and ethically using information resources to support research, learning, creating, and communicating in a digital society.

6. Practitioners demonstrate knowledge of creative and innovative uses of technologies to engage students and facilitate higher-level thinking.

7. Practitioners develop an articulated information literacy curriculum grounded in research related to the information search process.

8. Practitioners understand the process of collecting, interpreting, and using data to develop new knowledge to improve the school library program.

9. Practitioners employ the methods of research in library and information science.

(3) Program administration and leadership. This requirement includes the following competencies:

1. Practitioners evaluate and select print, nonprint, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of the educational community.

2. Practitioners demonstrate knowledge necessary to organize the library collections according to current standard library cataloging and classification principles.

3. Practitioners develop policies and procedures to support ethical use of information, intellectual freedom, selection and reconsideration of library materials, and the privacy of users of all ages.

4. Practitioners develop strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.

5. Practitioners demonstrate knowledge of best practices related to planning, budgeting (including alternative funding), organizing, and evaluating human and information resources and facilities to ensure equitable access.

6. Practitioners understand strategic planning to ensure that the school library program addresses the needs of diverse communities.

7. Practitioners advocate for school library and information programs, resources, and services among stakeholders.

8. Practitioners promote initiatives and partnerships to further the mission and goals of the school library program.

(4) Practicum. This requirement includes the following competencies:

1. Practitioners apply knowledge of learning styles, stages of human growth and development, and cultural influences of learning at the elementary and secondary levels.

2. Practitioners implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning in a digital environment at the elementary and secondary levels.

3. Practitioners understand the teacher librarian role in curriculum development and the school improvement process at the elementary and secondary levels.

4. Practitioners collaborate to integrate information literacy and emerging technologies into content area curricula.

**13.28(24) Talented and gifted teacher.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the talented and gifted from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.

b. *Program requirements—content.* Completion of 12 undergraduate or graduate semester hours of coursework in the area of the talented and gifted to include the following:

(1) Psychology of the gifted.

1. Social needs.

2. Emotional needs.
- (2) Programming for the gifted.
  1. Prekindergarten-12 identification.
  2. Differentiation strategies.
  3. Collaborative teaching skills.
  4. Program goals and performance measures.
  5. Program evaluation.
- (3) Practicum experience in gifted programs.

NOTE: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.

**13.28(25) American Sign Language endorsement.**

*a. Authorization.* The holder of this endorsement is authorized to teach American Sign Language in kindergarten and grades one through twelve.

*b. Content.* Completion of 18 semester hours of coursework in American Sign Language to include the following:

- (1) Second language acquisition.
- (2) Sociology of the deaf community.
- (3) Linguistic structure of American Sign Language.
- (4) Language teaching methodology specific to American Sign Language.
- (5) Teaching the culture of deaf people.
- (6) Assessment of students in an American Sign Language program.

*c. Other.* Be the holder of or be eligible for one other teaching endorsement.

**13.28(26) Elementary professional school counselor.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a professional school counselor in kindergarten and grades one through eight.

*b. Program requirements.* Master's degree from an accredited institution of higher education.

*c. Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include the following:

- (1) Nature and needs of individuals at all developmental levels.
  1. Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adulthood.
  2. Apply knowledge of learning and personality development to assist students in developing their full potential.
- (2) Social and cultural foundations.
  1. Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
  2. Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.
  3. Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.
- (3) Fostering of relationships.
  1. Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
  2. Communicate effectively with parents, colleagues, students and administrators.
  3. Counsel students in the areas of personal, social, academic, and career development.
  4. Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.
  5. Implement developmentally appropriate counseling interventions with children and adolescents.
  6. Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.
  7. Refer students for specialized help when appropriate.

8. Value the well-being of the students as paramount in the counseling relationship.
- (4) Group work.
  1. Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
  2. Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.
- (5) Career development, education, and postsecondary planning.
  1. Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
  2. Apply knowledge of career assessment and career choice programs.
  3. Implement occupational and educational placement, follow-up and evaluation.
  4. Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.
- (6) Assessment and evaluation.
  1. Demonstrate individual and group approaches to assessment and evaluation.
  2. Demonstrate an understanding of the proper administration and uses of standardized tests.
  3. Apply knowledge of test administration, scoring, and measurement concerns.
  4. Apply evaluation procedures for monitoring student achievement.
  5. Apply assessment information in program design and program modifications to address students' needs.
  6. Apply knowledge of legal and ethical issues related to assessment and student records.
- (7) Professional orientation.
  1. Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
  2. Maintain a high level of professional knowledge and skills.
  3. Apply knowledge of professional and ethical standards to the practice of school counseling.
  4. Articulate the professional school counselor role to school personnel, parents, community, and students.
- (8) School counseling skills.
  1. Design, implement, and evaluate a comprehensive, developmental school counseling program.
  2. Implement and evaluate specific strategies designed to meet program goals and objectives.
  3. Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
  4. Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
  5. Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
  6. Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school officials to assist them in responding to the social, emotional, and educational development of all students.
  7. Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.
  8. Assist in the process of identifying and addressing the needs of the exceptional student.
  9. Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.
  10. Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.
  11. Promote use of school counseling and educational and career planning activities and programs involving the total school community to provide a positive school climate.
- (9) Classroom management.
  1. Apply effective classroom management strategies as demonstrated in delivery of classroom and large group school counseling curriculum.

2. Consult with teachers and parents about effective classroom management and behavior management strategies.

(10) Curriculum.

1. Write classroom lessons including objectives, learning activities, and discussion questions.  
 2. Utilize various methods of evaluating what students have learned in classroom lessons.  
 3. Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age-appropriate classroom management strategies.

4. Design a classroom unit of developmentally appropriate learning experiences.

5. Demonstrate knowledge in writing standards and benchmarks for curriculum.

(11) Learning theory.

1. Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.

2. Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.

3. Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.

(12) Teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.

**13.28(27) Secondary professional school counselor.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a professional school counselor in grades five through twelve.

*b. Program requirements.* Master's degree from an accredited institution of higher education.

*c. Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include:

(1) The competencies listed in subparagraphs 13.28(26) "c"(1) to (11).

(2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation.

**13.28(28) School nurse endorsement.** The school nurse endorsement does not authorize general classroom teaching, although it does authorize the holder to teach health at all grade levels. Alternatively, a nurse may obtain a statement of professional recognition (SPR) from the board of educational examiners, in accordance with the provisions set out in 282—Chapter 16, Statements of Professional Recognition (SPR).

*a. Authorization.* The holder of this endorsement is authorized to provide service as a school nurse at the prekindergarten and kindergarten levels and in grades one through twelve.

*b. Content.*

(1) Organization and administration of school nurse services including the appraisal of the health needs of children and youth.

(2) School-community relationships and resources/coordination of school and community resources to serve the health needs of children and youth.

(3) Knowledge and understanding of the health needs of exceptional children.

(4) Health education.



c. *Other.* Hold a license as a registered nurse issued by the Iowa board of nursing.

**13.28(29) Athletic coach.** K-12. An applicant for the coaching endorsement must hold a teacher's license with one of the teaching endorsements.

a. *Authorization.* The holder of this endorsement may serve as a head coach or an assistant coach in kindergarten and grades one through twelve.

b. *Program requirements.*

(1) One semester hour college or university course in the structure and function of the human body in relation to physical activity, and

(2) One semester hour college or university course in human growth and development of children and youth as related to physical activity, and

(3) Two semester hour college or university course in athletic conditioning, care and prevention of injuries and first aid as related to physical activity, and

(4) One semester hour college or university course in the theory of coaching interscholastic athletics, and

(5) Successful completion of the concussion training approved by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union.

**13.28(30) Content specialist endorsement.** The applicant must have met the requirements for the standard license and a teaching endorsement.

a. *Authorization.* The holder of this endorsement is authorized to serve as a content specialist in kindergarten and grades one through twelve in the specific content listed on the authorization.

b. *Requirements.*

(1) Hold a master's degree in the content area or complete 30 semester hours of college course work in the content area.

(2) Complete 15 semester hours of credit in professional development in three or more of the following areas:

1. Using research-based content teaching strategies;

2. Integrating appropriate technology into the learning experiences for the specific content;

3. Engaging the learner in the content through knowledge of learner needs and interests;

4. Using reflective thinking to solve problems in the content area;

5. Making data-driven decisions in the content area;

6. Utilizing project-based learning in the content area;

7. Developing critical thinking skills in the content area;

8. Forming partnerships to collaborate with content experts within the community;

9. Relating content with other content areas;

10. Facilitating content learning in large and small teams;

11. Implementing response to intervention (RTI) to close achievement gaps in the content area.

(3) Complete an internship, externship, or professional experience for a minimum of 90 contact hours in the content area.

**13.28(31) Engineering.** 5-12.

a. Completion of 24 semester hours in engineering coursework.

b. Methods and strategies of STEM instruction or methods of teaching science or mathematics.

**13.28(32) STEM.**

a. K-8.

(1) Authorization. The holder of this endorsement is authorized to teach science, mathematics, and integrated STEM courses in kindergarten through grade eight.

(2) Program requirements. Be the holder of the teacher—elementary classroom endorsement.

(3) Content.

1. Completion of a minimum of 12 semester hours of college-level science.

2. Completion of a minimum of 12 semester hours of college-level math (or the completion of Calculus I) to include coursework in computer programming.

3. Completion of a minimum of 3 semester hours of coursework in content or pedagogy of engineering and technological design that includes engineering design processes or programming logic and problem-solving models and that may be met through either of the following:

- Engineering and technological design courses for education majors;
- Technology or engineering content coursework.

4. Completion of a minimum of 6 semester hours of required coursework in STEM curriculum and methods to include the following essential concepts and skills:

- Comparing and contrasting the nature and goals of each of the STEM disciplines;
- Promoting learning through purposeful, authentic, real-world connections;
- Integration of content and context of each of the STEM disciplines;
- Interdisciplinary/transdisciplinary approaches to teaching (including but not limited to problem-based learning and project-based learning);
- Curriculum and standards mapping;
- Engaging subject-matter experts (including but not limited to colleagues, parents, higher education faculty/students, business partners, and informal education agencies) in STEM experiences in and out of the classroom;

- Assessment of integrative learning approaches;
- Information literacy skills in STEM;
- Processes of science and scientific inquiry;
- Mathematical problem-solving models;
- Communicating to a variety of audiences;
- Classroom management in project-based classrooms;
- Instructional strategies for the inclusive classroom;
- Computational thinking;
- Mathematical and technological modeling.

5. Completion of a STEM field experience of a minimum of 30 contact hours that may be met through the following:

- Completing a STEM research experience;
- Participating in a STEM internship at a STEM business or informal education organization; or
- Leading a STEM extracurricular activity.

b. 5-8.

(1) Authorization. The holder of this endorsement is authorized to teach science, mathematics, and integrated STEM courses in grades five through eight.

(2) Program requirements. Be the holder of a 5-12 science, mathematics, or industrial technology endorsement or 5-8 middle school mathematics or science endorsement.

(3) Content.

1. Completion of a minimum of 12 semester hours of college-level science.

2. Completion of a minimum of 12 semester hours of college-level math (or the completion of Calculus I) to include coursework in computer programming.

3. Completion of a minimum of 3 semester hours of coursework in content or pedagogy of engineering and technological design that includes engineering design processes or programming logic and problem-solving models and that may be met through either of the following:

- Engineering and technological design courses for education majors;
- Technology or engineering content coursework.

4. Completion of a minimum of 6 semester hours of required coursework in STEM curriculum and methods to include the following essential concepts and skills:

- Comparing and contrasting the nature and goals of each of the STEM disciplines;
- Promoting learning through purposeful, authentic, real-world connections;
- Integration of content and context of each of the STEM disciplines;
- Interdisciplinary/transdisciplinary approaches to teaching (including but not limited to problem-based learning and project-based learning);
- Curriculum and standards mapping;

- Engaging subject-matter experts (including but not limited to colleagues, parents, higher education faculty/students, business partners, and informal education agencies) in STEM experiences in and out of the classroom;

- Assessment of integrative learning approaches;
- Information literacy skills in STEM;
- Processes of science and scientific inquiry;
- Mathematical problem-solving models;
- Communicating to a variety of audiences;
- Classroom management in project-based classrooms;
- Instructional strategies for the inclusive classroom;
- Computational thinking;
- Mathematical and technological modeling.

5. Completion of a STEM field experience of a minimum of 30 contact hours that may be met through the following:

- Completing a STEM research experience;
- Participating in a STEM internship at a STEM business or informal education organization; or
- Leading a STEM extracurricular activity.

c. *Specialist K-12.*

(1) Authorization. The holder of this endorsement is authorized to serve as a STEM specialist in kindergarten and grades one through twelve.

(2) Program requirements.

1. The applicant must have met the requirements for a standard Iowa teaching license and a teaching endorsement in mathematics, science, engineering, industrial technology, or agriculture.

2. The applicant must hold a master's degree from a regionally accredited institution. The master's degree must be in math, science, engineering or technology or another area with at least 12 hours of college-level science and at least 12 hours of college-level math (or completion of Calculus I) to include coursework in computer programming.

(3) Content.

1. Completion of a minimum of 3 semester hours of coursework in content or pedagogy of engineering and technological design that includes engineering design processes or programming logic and problem-solving models and that may be met through either of the following:

- Engineering and technological design courses for education majors;
- Technology or engineering content coursework.

2. Completion of 9 semester hours in professional development to include the following essential concepts and skills:

- STEM curriculum and methods:
  - Comparing and contrasting the nature and goals of each of the STEM disciplines;
  - Promoting learning through purposeful, authentic, real-world connections;
  - Integration of content and context of each of the STEM disciplines;
  - Interdisciplinary/transdisciplinary approaches to teaching (including but not limited to problem-based learning and project-based learning);
  - Curriculum/standards mapping;
  - Assessment of integrative learning approaches;
  - Information literacy skills in STEM;
  - Processes of science/scientific inquiry;
  - Mathematical problem-solving models;
  - Classroom management in project-based classrooms;
  - Instructional strategies for the inclusive classroom;
  - Computational thinking;
  - Mathematical and technological modeling.
- STEM experiential learning:

- Engaging subject-matter experts (including but not limited to colleagues, parents, higher education faculty/students, business partners, and informal education agencies) in STEM experiences in and out of the classroom;

- STEM research experiences;
- STEM internship at a STEM business or informal education organization;
- STEM extracurricular activity;
- Communicating to a variety of audiences.
- Leadership in STEM:
  - STEM curriculum development and assessment;
  - Curriculum mapping;
  - Assessment of student engagement;
  - STEM across the curriculum;
  - Research on best practices in STEM;
  - STEM curriculum accessibility for all students.

3. Completion of an internship/externship professional experience or prior professional experience in STEM for a minimum of 90 contact hours.

**13.28(33) Multioccupations.** Completion of any 5-12 endorsement and, in addition thereto, coursework in foundations of career and technical education, coordination of cooperative programs, and competency-based curriculum development. Four thousand hours of career and technical experience in two or more occupations. The multioccupations endorsement also authorizes the holder to supervise students in cooperative programs, school-to-work programs, and similar programs in which the student is placed in school-sponsored, on-the-job situations.

[ARC 7986B, IAB 7/29/09, effective 9/2/09; ARC 8248B, IAB 11/4/09, effective 10/12/09; ARC 8403B, IAB 12/16/09, effective 1/20/10; ARC 9070B, IAB 9/8/10, effective 10/13/10; ARC 9071B, IAB 9/8/10, effective 10/13/10; ARC 9210B, IAB 11/3/10, effective 12/8/10; ARC 9211B, IAB 11/3/10, effective 12/8/10; ARC 9212B, IAB 11/3/10, effective 12/8/10; ARC 9838B, IAB 11/2/11, effective 12/7/11; ARC 9839B, IAB 11/2/11, effective 12/7/11; ARC 0448C, IAB 11/14/12, effective 12/19/12; ARC 0449C, IAB 11/14/12, effective 12/19/12; ARC 0866C, IAB 7/24/13, effective 8/28/13; ARC 0875C, IAB 7/24/13, effective 8/28/13; ARC 0986C, IAB 9/4/13, effective 10/9/13; ARC 1085C, IAB 10/16/13, effective 11/20/13; ARC 1171C, IAB 11/13/13, effective 12/18/13; ARC 1328C, IAB 2/19/14, effective 3/26/14; ARC 1327C, IAB 2/19/14, effective 3/26/14; ARC 2015C, IAB 6/10/15, effective 7/15/15; ARC 2016C, IAB 6/10/15, effective 7/15/15]

## **282—13.29(272) Adding, removing or reinstating a teaching endorsement.**

**13.29(1) Adding an endorsement.** After the issuance of a teaching license, an individual may add other endorsements to that license upon proper application, provided current requirements for that endorsement have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared.

*a. Options.* To add an endorsement, the applicant must follow one of these options:

(1) Option 1. Receive the Iowa teacher education institution's recommendation that the current approved program requirements for the endorsement have been met.

(2) Option 2. Receive verification from the Iowa teacher education institution that the minimum state requirements for the endorsement have been met in lieu of the institution's approved program.

(3) Option 3. Apply for a review of the transcripts by the board of educational examiners' staff to determine if all Iowa requirements have been met. The applicant must submit documentation that all of the Iowa requirements have been met by filing transcripts and supporting documentation for review. The fee for the transcript evaluation is in 282—Chapter 12. This fee shall be in addition to the fee for adding the endorsement.

*b. Additional requirements for adding an endorsement.*

(1) In addition to meeting the requirements for Iowa licensure, applicants for endorsements shall have completed a methods class appropriate for teaching the general subject area of the endorsement added.

(2) Practitioners who are adding an elementary or early childhood endorsement and have not student taught on the elementary or early childhood level shall complete a teaching practicum appropriate for teaching at the level of the new endorsement.

(3) Practitioners who are adding a secondary teaching endorsement and have not student taught on the secondary level shall complete a teaching practicum appropriate for teaching at the level of the new endorsement.

(4) Practitioners holding the K-8 endorsement in the content area of the 5-12 endorsement being added may satisfy the requirement for the secondary methods class and the teaching practicum by completing all required coursework and presenting verification of competence. This verification of competence shall be signed by a licensed evaluator who has observed and formally evaluated the performance of the applicant at the secondary level. This verification of competence may be submitted at any time during the term of the Class B license. The practitioner must obtain a Class B license while practicing with the 5-12 endorsement.

**13.29(2) *Removal of an endorsement; reinstatement of removed endorsement.***

*a. Removal of an endorsement.* A practitioner may remove an endorsement from the practitioner's license as follows:

(1) To remove an endorsement, the practitioner shall meet the following conditions:

1. A practitioner who holds a standard or master educator license is eligible to request removal of an endorsement from the license if the practitioner has not taught in the subject or assignment area of the endorsement in the five years prior to the request for removal of the endorsement, and

2. The practitioner must submit a notarized written application form furnished by the board of educational examiners to remove an endorsement at the time of licensure renewal (licensure renewal is limited to one calendar year prior to the expiration date of the current license), and

3. The application must be signed by the superintendent or designee in the district in which the practitioner is under contract. The superintendent's signature shall serve as notification and acknowledgment of the practitioner's intent to remove an endorsement from the practitioner's license. The absence of the superintendent's or designee's signature does not impede the removal process.

(2) The endorsement shall be removed from the license at the time of application.

(3) If a practitioner is not employed and submits an application, the provisions of 13.29(2) "a"(1)"3" shall not be required.

(4) If a practitioner submits an application that does not meet the criteria listed in 13.29(2) "a"(1)"1" to "3," the application will be rendered void and the practitioner will forfeit the processing fee.

(5) The executive director has the authority to approve or deny the request for removal. Any denial is subject to the appeal process set forth in rule 282—11.35(272).

*b. Reinstatement of a removed endorsement.*

(1) If the practitioner wants to add the removed endorsement at a future date, all coursework for the endorsement must be completed within the five years preceding the application to add the endorsement.

(2) The practitioner must meet the current endorsement requirements when making application.

[ARC 8248B, IAB 11/4/09, effective 10/12/09; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—13.30(272) Licenses—issue dates, corrections, duplicates, and fraud.**

**13.30(1) *Issue date on original license.*** A license is valid only from and after the date of issuance.

**13.30(2) *Correcting licenses.*** If a licensee notifies board staff of a typographical or clerical error on the license within 30 days of the date of the board's mailing of a license, a corrected license shall be issued without charge to the licensee. If notification of a typographical or clerical error is made more than 30 days after the date of the board's mailing of a license, a corrected license shall be issued upon receipt of the fee for issuance of a duplicate license. For purposes of this rule, typographical or clerical errors include misspellings, errors in the expiration date of a license, errors in the type of license issued, and the omission or misidentification of the endorsements for which application was made. A licensee requesting the addition of an endorsement not included on the initial application must submit a new application and the appropriate application fee.

**13.30(3) *Duplicate licenses.*** Upon application and payment of the fee set out in 282—Chapter 12, a duplicate license shall be issued.

**13.30(4) *Fraud in procurement or renewal of licenses.*** Fraud in procurement or renewal of a license or falsifying records for licensure purposes will constitute grounds for filing a complaint with the board of educational examiners.

These rules are intended to implement Iowa Code chapter 272 and 2014 Iowa Acts, chapter 1116, division VI.

Filed 12/23/08, Notice 10/8/08—published 1/14/09, effective 2/18/09]

[Filed 12/24/08, Notice 10/22/08—published 1/14/09, effective 2/18/09]

[Filed ARC 7869B (Notice ARC 7600B, IAB 2/25/09), IAB 6/17/09, effective 7/22/09]

[Filed ARC 7987B (Notice ARC 7751B, IAB 5/6/09), IAB 7/29/09, effective 9/2/09]

[Filed ARC 7986B (Notice ARC 7744B, IAB 5/6/09), IAB 7/29/09, effective 9/2/09]

[Filed ARC 8133B (Notice ARC 7778B, IAB 5/20/09), IAB 9/9/09, effective 10/14/09]

[Filed ARC 8134B (Notice ARC 7860B, IAB 6/17/09), IAB 9/9/09, effective 10/14/09]

[Filed ARC 8138B (Notice ARC 7871B, IAB 6/17/09), IAB 9/9/09, effective 10/14/09]

[Filed ARC 8139B (Notice ARC 7872B, IAB 6/17/09), IAB 9/9/09, effective 10/14/09]

[Filed Emergency ARC 8248B, IAB 11/4/09, effective 10/12/09]

[Filed ARC 8400B (Notice ARC 8125B, IAB 9/9/09), IAB 12/16/09, effective 1/20/10]

[Filed ARC 8401B (Notice ARC 8121B, IAB 9/9/09), IAB 12/16/09, effective 1/20/10]

[Filed ARC 8402B (Notice ARC 8126B, IAB 9/9/09), IAB 12/16/09, effective 1/20/10]

[Filed ARC 8403B (Notice ARC 8129B, IAB 9/9/09), IAB 12/16/09, effective 1/20/10]

[Filed ARC 8604B (Notice ARC 8250B, IAB 11/4/09), IAB 3/10/10, effective 4/14/10]

[Filed ARC 8610B (Notice ARC 8249B, IAB 11/4/09), IAB 3/10/10, effective 4/14/10]

[Filed ARC 8607B (Notice ARC 8408B, IAB 12/16/09), IAB 3/10/10, effective 4/14/10]

[Filed ARC 8688B (Notice ARC 8436B, IAB 1/13/10), IAB 4/7/10, effective 5/12/10]

[Filed ARC 8957B (Notice ARC 8686B, IAB 4/7/10), IAB 7/28/10, effective 9/1/10]

[Filed ARC 9072B (Notice ARC 8822B, IAB 6/2/10), IAB 9/8/10, effective 10/13/10]

[Filed ARC 9070B (Notice ARC 8824B, IAB 6/2/10), IAB 9/8/10, effective 10/13/10]

[Filed ARC 9071B (Notice ARC 8825B, IAB 6/2/10), IAB 9/8/10, effective 10/13/10]

[Filed ARC 9207B (Notice ARC 8969B, IAB 7/28/10), IAB 11/3/10, effective 12/8/10]

[Filed ARC 9205B (Notice ARC 8961B, IAB 7/28/10), IAB 11/3/10, effective 12/8/10]

[Filed ARC 9206B (Notice ARC 8968B, IAB 7/28/10), IAB 11/3/10, effective 12/8/10]

[Filed ARC 9210B (Notice ARC 8965B, IAB 7/28/10), IAB 11/3/10, effective 12/8/10]

[Filed ARC 9211B (Notice ARC 8966B, IAB 7/28/10), IAB 11/3/10, effective 12/8/10]

[Filed ARC 9212B (Notice ARC 8967B, IAB 7/28/10), IAB 11/3/10, effective 12/8/10]

[Filed ARC 9573B (Notice ARC 9382B, IAB 2/23/11), IAB 6/29/11, effective 8/3/11]

[Filed ARC 9838B (Notice ARC 9663B, IAB 8/10/11), IAB 11/2/11, effective 12/7/11]

[Filed ARC 9839B (Notice ARC 9662B, IAB 8/10/11), IAB 11/2/11, effective 12/7/11]

[Filed ARC 9840B (Notice ARC 9661B, IAB 8/10/11), IAB 11/2/11, effective 12/7/11]

[Filed ARC 9925B (Notice ARC 9744B, IAB 9/7/11), IAB 12/14/11, effective 1/18/12]

[Filed ARC 0026C (Notice ARC 9924B, IAB 12/14/11), IAB 3/7/12, effective 4/11/12]

[Filed ARC 0446C (Notice ARC 0236C, IAB 7/25/12), IAB 11/14/12, effective 12/19/12]

[Filed ARC 0448C (Notice ARC 0235C, IAB 7/25/12), IAB 11/14/12, effective 12/19/12]

[Filed ARC 0449C (Notice ARC 0312C, IAB 9/5/12), IAB 11/14/12, effective 12/19/12]

[Filed Emergency After Notice ARC 0563C, IAB 1/23/13, effective 1/1/13]

[Filed ARC 0605C (Notice ARC 0509C, IAB 12/12/12), IAB 2/20/13, effective 3/27/13]

[Filed ARC 0698C (Notice ARC 0614C, IAB 2/20/13), IAB 5/1/13, effective 6/5/13]

[Filed ARC 0865C (Notice ARC 0676C, IAB 4/3/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 0866C (Notice ARC 0696C, IAB 5/1/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 0867C (Notice ARC 0706C, IAB 5/1/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 0868C (Notice ARC 0705C, IAB 5/1/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 0875C (Notice ARC 0700C, IAB 5/1/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 0986C (Notice ARC 0762C, IAB 5/29/13), IAB 9/4/13, effective 10/9/13]

[Filed ARC 1085C (Notice ARC 0879C, IAB 7/24/13), IAB 10/16/13, effective 11/20/13]

[Filed ARC 1166C (Notice ARC 0880C, IAB 7/24/13), IAB 11/13/13, effective 12/18/13]  
[Filed ARC 1168C (Notice ARC 0987C, IAB 9/4/13), IAB 11/13/13, effective 12/18/13]  
[Filed ARC 1171C (Notice ARC 0993C, IAB 9/4/13), IAB 11/13/13, effective 12/18/13]  
[Filed ARC 1324C (Notice ARC 1182C, IAB 11/13/13), IAB 2/19/14, effective 3/26/14]  
[Filed ARC 1323C (Notice ARC 1181C, IAB 11/13/13), IAB 2/19/14, effective 3/26/14]  
[Filed ARC 1328C (Notice ARC 1236C, IAB 12/11/13), IAB 2/19/14, effective 3/26/14]  
[Filed ARC 1327C (Notice ARC 1235C, IAB 12/11/13), IAB 2/19/14, effective 3/26/14]  
[Filed ARC 1374C (Notice ARC 1272C, IAB 1/8/14), IAB 3/19/14, effective 4/23/14]  
[Filed ARC 1454C (Notice ARC 1343C, IAB 2/19/14), IAB 5/14/14, effective 6/18/14]  
[Filed ARC 1878C (Notice ARC 1723C, IAB 11/12/14), IAB 2/18/15, effective 3/25/15]  
[Filed ARC 2015C (Notice ARC 1917C, IAB 3/18/15), IAB 6/10/15, effective 7/15/15]  
[Filed ARC 2016C (Notice ARC 1918C, IAB 3/18/15), IAB 6/10/15, effective 7/15/15]  
[Filed ARC 2230C (Notice ARC 2130C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]





CHAPTER 15  
SPECIAL EDUCATION SUPPORT PERSONNEL AUTHORIZATIONS

**282—15.1(272) Authorizations requiring a license.**

**15.1(1)** The following licenses are based on teaching endorsements.

- a. Special education consultant.
- b. Itinerant hospital services or home services teacher.
- c. Special education media specialist.
- d. Supervisor of special education—instructional.
- e. Work experience coordinator.

**15.1(2)** The following licenses are based on school-centered preparation, but the sequence of coursework does not permit service as a teacher.

- a. School psychologist.
- b. Speech-language pathologist.
- c. School audiologist.
- d. School social worker.
- e. Orientation and mobility specialist.
- f. Supervisor of special education—support.

**282—15.2(272) Special education consultant.**

**15.2(1) Authorization.** The holder of this endorsement is authorized to serve as a special education consultant. The consultant provides ongoing assistance to instructional programs for pupils requiring special education. A consultant can serve programs with pupils from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8) with the exception of consultants serving deaf or hard-of-hearing or visually disabled students. Applicants who desire to serve as consultants serving deaf or hard-of-hearing or visually disabled students must hold the respective special education instructional endorsement. The deaf or hard-of-hearing consultant endorsement or the visually disabled consultant endorsement allows the individual to serve students from birth to age 21.

**15.2(2) Program requirements.**

- a. An applicant must hold a master's degree.
  - (1) Option 1: Master's in special education.
  - (2) Option 2: Master's in another area of education plus an endorsement in at least one special education instructional area under rule 282—14.2(272).
- b. Content. The coursework is to be at least 8 graduate semester hours to include the following:
  - (1) Curriculum development design.
  - (2) Consultation process in special or regular education:
    1. Examination, analysis, and application of a methodological model for consulting with teachers and other adults involved in the educational program.
    2. Interpersonal relations, interaction patterns, interpersonal influence, and communication skills.
    3. Skills required for conducting a needs assessment, delivering staff in-service needs, and evaluating in-service sessions.

**15.2(3) Other.** An applicant must have four years of successful teaching experience, two of which must be in special education.

**282—15.3(272) Itinerant hospital services or home services teacher.**

**15.3(1) Authorization.** The holder of this endorsement is authorized to provide instructional services to those special education pupils hospitalized or homebound and unable to attend class.

**15.3(2) Program requirements.** An applicant must hold a baccalaureate degree.

**15.3(3) Other.**

a. An applicant must hold a teaching license. This authorization is restricted to the instructional grade level held:

- (1) Prekindergarten-kindergarten.

- (2) K-8.
- (3) 5-12.

*b.* Personnel assigned to provide instructional services in psychiatric wards must have the endorsement to serve behavioral disordered students at the proper instructional grade level.

**282—15.4(272) Special education media specialist.**

**15.4(1) Authorization.** The holder of this endorsement is authorized to serve as a special education media specialist. This support personnel provides correlation of media services only for pupils requiring special education.

**15.4(2) Program requirements.** An applicant must hold a master's degree with emphasis in the specialized area of educational media.

**15.4(3) Other.** An applicant must hold one of the teaching endorsements for special education or one of the teaching endorsements outlined in rule 282—14.2(272).

**282—15.5(272) Supervisor of special education—instructional.**

**15.5(1) Authorization.** The holder of this endorsement is authorized to serve as a supervisor of special education instructional programs. Two endorsements are available within this category:

*a.* The early childhood—special education supervisor endorsement allows the individual to provide services to programs with pupils below the age of 7.

*b.* The supervisor of special education—instructional endorsement (K-12) allows the individual to provide services to programs with pupils from age 5 to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

**15.5(2) Program requirements.**

*a.* An applicant must hold a master's degree.

(1) Option 1: Master's in special education.

(2) Option 2: Master's in another area of education plus 30 graduate semester hours in special education (instructional). These hours may have been part of, or in addition to, the degree requirements.

*b.* An applicant must meet the requirements for or hold the consultant endorsement.

*c.* Content. The program shall include a minimum of 16 graduate semester hours to specifically include the following:

(1) Coursework requirements specified for special education consultant. Refer to rule 282—15.2(272).

(2) Current issues in special education administration including school law/special education law.

(3) School personnel administration.

(4) Program evaluation.

(5) Educational leadership.

(6) Administration and supervision of special education.

(7) Practicum: special education administration. NOTE: This requirement may be waived based on two years of experience as a special education administrator.

(8) Evaluator approval component.

**15.5(3) Other.**

*a.* An applicant must have two years of consultant/supervisor/coordinator/head teacher or equivalent experience in special education.

*b.* The supervisor for early childhood—special education would need to meet the requirements for that endorsement. The K-12 supervisor would need to meet the requirements for one special education teaching endorsement to include instructional grade levels K-8 and 5-12.

[ARC 9073B, IAB 9/8/10, effective 10/13/10]

**282—15.6(272) Work experience coordinator.**

**15.6(1) Authorization.** The holder of this endorsement is authorized to provide support service as a work experience coordinator to secondary school programs, grades 5-12 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

**15.6(2) Program requirements.**

- a. An applicant must hold a baccalaureate degree.
  - b. Content. The coursework must include:
    - (1) A course in career-vocational programming for special education students (if not included in the program for 5-12 endorsement).
    - (2) A course in coordination of cooperative occupational education programs.
    - (3) A course in career-vocational assessment and guidance of the handicapped.
- 15.6(3) Other.** An applicant must hold a special education endorsement—grades 5-12.

**282—15.7(272) Other special education practitioner endorsements.**

**15.7(1) School psychologist.** Rescinded IAB 7/29/09, effective 9/2/09.

**15.7(2) School psychologist one-year Class A license.** Rescinded IAB 7/29/09, effective 9/2/09.

**15.7(3) Speech-language pathologist.** Rescinded IAB 7/29/09, effective 9/2/09.

**15.7(4) School audiologist.** Rescinded IAB 7/29/09, effective 9/2/09.

**15.7(5) School social worker.** Rescinded IAB 7/29/09, effective 9/2/09.

**15.7(6) Orientation and mobility specialist.**

a. *Authorization.* The holder of this license is authorized to teach pupils with a visual impairment (see Iowa Code section 256B.2), including those pupils who are deaf-blind.

b. *Provisional orientation and mobility license.* The provisional license is valid for three years. An applicant must:

- (1) Hold a baccalaureate or master's degree from an approved state and regionally accredited program in orientation and mobility or equivalent coursework.
  - (2) Have completed an approved human relations component.
  - (3) Have completed the exceptional learner program, which must include preparation that contributes to the education of students with disabilities and students who are gifted and talented.
  - (4) Have completed a minimum of 21 semester credit hours in the following areas:
    - 1. Medical aspects of blindness and visual impairment, including sensory motor.
    - 2. Psychosocial aspects of blindness and visual impairment.
    - 3. Child development.
    - 4. Concept development.
    - 5. History of orientation and mobility.
    - 6. Foundations of orientation and mobility.
    - 7. Orientation and mobility instructional methods and assessments.
    - 8. Techniques of orientation and mobility.
    - 9. Research or evidence-based practices in orientation and mobility.
    - 10. Professional issues in orientation and mobility, including legal issues.
  - (5) Have completed at least 350 hours of fieldwork and training under the supervision of the university program.
  - (6) Have completed the background check requirements set forth in rule 282—13.1(272).
- c. *Standard orientation and mobility license.* An applicant must:
- (1) Complete the requirements set forth in paragraph 15.7(6) "b."
  - (2) Verify successful completion of a three-year probationary period.
- d. *Renewal of orientation and mobility license.* An applicant must:
- (1) Complete six units earned in any combination listed below.
    - 1. One unit may be earned for each semester hour of graduate credit, completed through a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.
    - 2. One unit may be earned for each semester hour of graduate or undergraduate credit, completed through a regionally accredited institution, which may not lead to a degree but which adds greater depth and breadth to present endorsements held.

3. One unit may be earned for each semester hour of credit, completed through a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.

4. One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.

(2) Submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

1. A person is engaged in active duty in the military service of this state or of the United States.
2. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
3. A person is practicing a licensed profession outside this state.
4. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.

*e. Exception.* An orientation and mobility specialist is not eligible for any administrator license in either general education or special education.

[ARC 7986B, IAB 7/29/09, effective 9/2/09; ARC 0026C, IAB 3/7/12, effective 4/11/12; ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—15.8(272) Supervisor of special education—support.** Rescinded IAB 7/29/09, effective 9/2/09.

These rules are intended to implement Iowa Code chapter 272.

[Filed 12/24/08, Notice 10/22/08—published 1/14/09, effective 2/18/09]

[Filed ARC 7986B (Notice ARC 7744B, IAB 5/6/09), IAB 7/29/09, effective 9/2/09]

[Filed ARC 9073B (Notice ARC 8828B, IAB 6/2/10), IAB 9/8/10, effective 10/13/10]

[Filed ARC 0026C (Notice ARC 9924B, IAB 12/14/11), IAB 3/7/12, effective 4/11/12]

[Filed ARC 2230C (Notice ARC 2130C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]

CHAPTER 16  
STATEMENTS OF PROFESSIONAL RECOGNITION (SPR)  
[Prior to 1/14/09, see Educational Examiners Board[282] Ch 14]

**282—16.1(272) Statement of professional recognition (SPR).**

**16.1(1)** The following are authorizations requiring or permitting statements of professional recognition and licenses obtained from the professional licensure division, department of public health, or the board of nursing:

- a.* School audiologist.
- b.* School nurse.
- c.* School occupational therapist.
- d.* School physical therapist.
- e.* School social worker.
- f.* Special education nurse.
- g.* Speech-language pathologist.

**16.1(2)** Application. Statements of professional recognition are issued upon application filed on a form provided by the board of educational examiners and upon completion of the background check requirements set forth in rule 282—13.1(272).

[ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—16.2(272) School audiologist.** If an applicant has completed a master's degree in audiology but has not completed the education sequence or chooses not to be certified, the applicant must obtain a license from the Iowa board of speech pathology and audiology, department of public health. Additionally, the person is required to obtain an SPR from the board of educational examiners. Alternatively, a person may meet the requirements for an endorsement in this area as set forth in 282—Chapter 15.

**16.2(1) Authorization.** The holder of this statement of professional recognition (or endorsement) is authorized to serve as a school audiologist to pupils from birth to age 21 who have hearing impairments (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

**16.2(2) Requirements.** The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

- a.* A copy of a temporary or regular license issued from the professional licensure division, department of public health.
- b.* An official transcript reflecting a master's degree in audiology.

**16.2(3) Validity.** The SPR shall be valid for five years.

**16.2(4) Temporary authorization.** A temporary SPR will be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:

- a.* The applicant has completed the human relations component within the required time frame; and
- b.* The class of license from the professional licensure division is a regular license in the event a temporary license was issued initially.

**282—16.3(272) School nurse.** A person who has passed the registered nurse examination and is licensed by the Iowa board of nursing may obtain a statement of professional recognition (SPR) from the board of educational examiners.

**16.3(1) Authorization.** The holder of an SPR is authorized to promote the health and safety of the students in an accredited school district, including providing medical treatment as allowed under the authority granted by virtue of holding a license from the Iowa board of nursing.

**16.3(2) Requirements.**

- a.* Applicant has passed the registered nurse examination, is licensed by the Iowa board of nursing and has a baccalaureate degree.

b. While employed by an accredited K-12 school district, applicant maintains licensure with the Iowa board of nursing.

**16.3(3) *Validity.*** The school nurse SPR shall be valid for five years.

**16.3(4) *Local requirements.*** A school district may require an SPR, but the board of educational examiners does not require an SPR for nurses working in a school district.

**16.3(5) *Renewal.*** Renewal requirements for the SPR:

- a. Applicant must apply for renewal every five years.
- b. Applicant must maintain continual licensure with the Iowa board of nursing.
- c. Applicant must complete continuing education as required by the Iowa board of nursing.

**282—16.4(272) School occupational therapist.** A person who holds a degree or equivalent baccalaureate in occupational therapy and a valid license to practice occupational therapy in Iowa as granted by the professional licensure division, department of public health, may obtain a statement of professional recognition (SPR) by the board of educational examiners.

**16.4(1) *Authorization.*** The holder of this authorization may serve as a school occupational therapist to pupils from birth to age 21 who have physical impairments (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The legalization for this support personnel is through a statement of professional recognition (SPR) and not through teacher licensure.

**16.4(2) *Requirements.***

a. The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners to request that the authorization be issued.

b. An applicant must also submit the following documents:

(1) A copy of a temporary or regular license from the professional licensure division, department of public health.

(2) An official transcript.

**16.4(3) *Validity.*** The SPR shall be valid for five years.

**16.4(4) *Temporary authorization.*** A temporary SPR will be issued for one school year if the class of license from the professional licensure division is temporary. A regular SPR will be issued with verification of a regular license and of at least a bachelor's degree in occupational therapy.

**282—16.5(272) School physical therapist.** A person who holds a degree or equivalent baccalaureate in physical therapy and a valid license to practice physical therapy in Iowa as granted by the professional licensure division, department of public health, may be issued a statement of professional recognition (SPR) by the board of educational examiners.

**16.5(1) *Authorization.*** The holder of this authorization can serve as a school physical therapist to pupils from birth to age 21 who have physical impairments (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The legalization for this support service personnel is through a statement of professional recognition (SPR) and not through teacher licensure.

**16.5(2) *Requirements.***

a. The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners to request that the authorization be issued.

b. An applicant must also submit the following documents:

(1) A copy of a temporary or regular license from the professional licensure division, department of public health.

(2) An official transcript.

**16.5(3) *Validity.*** The SPR shall be valid for five years.

**16.5(4) *Temporary authorization.*** A temporary SPR will be issued for one school year if the class of license from the professional licensure division is temporary. A regular SPR will be issued with verification of a regular license and of at least a bachelor's degree in physical therapy.

**282—16.6(272) School social worker.** A person who meets the requirements set forth below may be issued a statement of professional recognition (SPR) by the board of educational examiners.

Alternatively, a person may meet the requirements for an endorsement in this area as set forth in 282—Chapter 15.

**16.6(1) Authorization.** An individual who meets the requirements of 282—subrule 15.7(4) or 16.6(2) is authorized to serve as a school social worker to pupils from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

**16.6(2) Requirements.** The special education director (or designee) of the area education agency or local education agency must submit an application to request that the authorization be issued. The application must include:

- a. An official transcript that reflects the master's degree in social work; and
- b. The licensed independent social worker (LISW) or licensed master social worker (LMSW) license issued by the Iowa board of social work.

**16.6(3) Validity.** The SPR shall be valid for five years.

**16.6(4) Temporary authorization.** A temporary SPR will be issued for one school year if the class of license from the professional licensure division is temporary. A regular SPR will be issued with verification of a regular license and a master's degree in social work.

**282—16.7(272) Special education nurse.** A person who holds a baccalaureate degree in nursing or a master's degree in nursing, holds current licensure in the state of Iowa by the board of nursing and has two years' experience in public health nursing including service to schools or as a school nurse may be issued a statement of professional recognition (SPR) by the board of educational examiners.

**16.7(1) Authorization.** The holder of this authorization is authorized to serve as a special education nurse to pupils from birth to age 21 requiring special education (and to a maximum allowable age in accordance with Iowa Code section 256B.8). The legalization for this support service personnel is through a statement of professional recognition (SPR) and not through teacher licensure.

**16.7(2) Requirements.**

- a. The special education director (or designee) of the area education agency must submit a letter to the board of educational examiners to request that the SPR be issued.
- b. An applicant must submit the following documents:
  - (1) A copy of the license issued by the Iowa board of nursing.
  - (2) An official transcript.
  - (3) Verification of two years' experience in public health nursing.
  - (4) Completion of an approved human relations course.

**16.7(3) Validity.** The SPR shall be valid for five years.

**16.7(4) Temporary authorization.** A temporary SPR will be issued for one school year. The applicant must provide evidence that:

- a. A professional registered nurse who does not meet the criteria set forth in rule 282—16.7(272) must complete six semester credits of graduate or undergraduate coursework in special education within one school year after receiving temporary authorization; and
- b. An approved human relations course must be completed before the start of the next school year.

**282—16.8(272) Speech-language pathologist.** If an applicant has completed a master's degree in speech pathology but has not completed the education sequence or chooses not to be certified, the applicant must obtain a license from the Iowa board of speech pathology and audiology, department of public health. Additionally, the person is required to obtain an SPR from the board of educational examiners. Alternatively, a person may meet the requirements for an endorsement in this area as set forth in 282—Chapter 21.

**16.8(1) Authorization.** The holder of this statement of professional recognition (or endorsement – see requirements set forth in 282—subrule 15.7(2)) is authorized to serve as a speech-language pathologist to pupils from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

**16.8(2) Requirements.** The special education director (or designee) of the area education agency must submit a letter requesting that the authorization be issued. The following documents must be included:

*a.* A copy of a temporary or regular license issued from the professional licensure division, department of public health.

*b.* An official transcript reflecting a master's degree in speech pathology.

**16.8(3) Validity.** The SPR shall be valid for five years.

**16.8(4) Temporary authorization.** A temporary SPR will be issued for one school year. An approved human relations course must be completed before the start of the next school year. The applicant must provide evidence that:

*a.* The applicant has completed the human relations component within the required time frame; and

*b.* The class of license from the professional licensure division is a regular license in the event a temporary license was issued initially.

These rules are intended to implement Iowa Code chapter 272.

[Filed 12/24/08, Notice 10/22/08—published 1/14/09, effective 2/18/09]

[Filed ARC 2230C (Notice ARC 2130C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]



CHAPTER 18  
ISSUANCE OF ADMINISTRATOR LICENSES AND ENDORSEMENTS

[Prior to 1/14/09, see Educational Examiners Board[282] Ch 14]

**282—18.1(272) All applicants desiring an Iowa administrator license.**

**18.1(1) *Administrator licenses.*** Administrator licenses are issued upon application filed on a form provided by the board of educational examiners and upon completion of the background check requirements set forth in rule 282—13.1(272).

**18.1(2) *Temporary permits.*** The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application, including certification from the applicant of completion of the Praxis II examination, if required; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check. The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check and the board's receipt of verification of completion of the Praxis II examination. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

[ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—18.2(272) Applicants from recognized Iowa institutions.** Rescinded ARC 2016C, IAB 6/10/15, effective 7/15/15.

**282—18.3(272) Applicants from recognized non-Iowa institutions.** Rescinded IAB 9/9/09, effective 10/14/09.

**282—18.4(272) General requirements for an administrator license.**

**18.4(1) *Eligibility for applicants who have completed a teacher preparation program.*** Applicants for the administrator license must first comply with the requirements for all Iowa practitioners set out in 282—Chapter 13.

**18.4(2) *Specific requirements for an initial administrator license for applicants who have completed a teacher preparation program.*** An initial administrator license valid for one year may be issued to an applicant who:

- a. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and
- b. Has completed an evaluator approval program; and
- c. Provides a recommendation for the specific license and administrator endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed; and
- d. Has met the experience requirement set forth for the desired administrator endorsement; and
- e. Is not subject to any pending disciplinary proceedings in any state; and
- f. Complies with all requirements with regard to application processes and payment of licensure fees.

**18.4(3) *Eligibility for applicants who have completed a professional service endorsement program.*** Applicants for the administrator license must first comply with the requirements set out in 282—Chapter 27.

**18.4(4) *Specific requirements for an initial administrator license for applicants who have completed a professional service endorsement.*** An initial administrator license valid for one year may be issued to an applicant who:

- a. Is the holder of an Iowa professional service license; and
- b. Has three years of experience in an educational setting in the professional service endorsement area; and

- c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and
- d. Is assuming a position as a PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has one year of out-of-state or nonpublic administrative experience; and
- e. Has completed the required coursework in human relations, cultural competency, diverse learners and reading instruction set forth in 281—subrules 79.15(2) and 79.15(3); and
- f. Has completed the professional education core in 281—paragraphs 79.15(5) “b” to “k”; and
- g. Has completed an evaluator approval program.

[ARC 8248B, IAB 11/4/09, effective 10/12/09; ARC 8958B, IAB 7/28/10, effective 9/1/10; ARC 1326C, IAB 2/19/14, effective 3/26/14; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—18.5(272) Specific requirements for a professional administrator license.** A professional administrator license valid for five years may be issued to an applicant who does all of the following:

**18.5(1)** Completes the requirements in 18.4(2) “a” to “g.”

**18.5(2)** Successfully meets each standard listed below:

a. *Shared vision.* An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The administrator:

- (1) In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- (2) Uses research and best practices in improving the educational program.
- (3) Articulates and promotes high expectations for teaching and learning.
- (4) Aligns and implements the educational programs, plans, actions, and resources with the district’s vision and goals.
- (5) Provides leadership for major initiatives and change efforts.
- (6) Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

b. *Culture of learning.* An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. The administrator:

- (1) Provides leadership for assessing, developing and improving climate and culture.
- (2) Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- (3) Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- (4) Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- (5) Evaluates staff and provides ongoing coaching for improvement.
- (6) Ensures that staff members have professional development that directly enhances their performance and improves student learning.
- (7) Uses current research and theory about effective schools and leadership to develop and revise the administrator’s professional growth plan.
- (8) Promotes collaboration with all stakeholders.
- (9) Is easily accessible and approachable to all stakeholders.
- (10) Is highly visible and engaged in the school community.
- (11) Articulates the desired school culture and shows evidence about how it is reinforced.

c. *Management.* An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. The administrator:

- (1) Complies with state and federal mandates and local board policies.
- (2) Recruits, selects, inducts, and retains staff to support quality instruction.
- (3) Addresses current and potential issues in a timely manner.
- (4) Manages fiscal and physical resources responsibly, efficiently, and effectively.

(5) Protects instructional time by designing and managing operational procedures to maximize learning.

(6) Communicates effectively with both internal and external audiences about the operations of the school.

*d. Family and community.* An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. The administrator:

(1) Engages family and community by promoting shared responsibility for student learning and support of the education system.

(2) Promotes and supports a structure for family and community involvement in the education system.

(3) Facilitates the connections of students and families to the health and social services that support a focus on learning.

**18.5(3)** Completes one year of administrative experience in an Iowa public school and completes the administrator mentoring program while holding an administrator license, or successfully completes two years of administrative experience in a nonpublic or out-of-state school setting.

[ARC 8248B, IAB 11/4/09, effective 10/12/09; ARC 0607C, IAB 2/20/13, effective 3/27/13]

**282—18.6(272) Specific requirements for an administrator prepared out of state.** An applicant seeking Iowa licensure who completes an administrator preparation program from a recognized non-Iowa institution shall verify the requirements of rules 282—18.1(272) and 282—18.4(272) through traditional course-based preparation program and transcript review. A recognized non-Iowa administrator preparation institution is one that is state-approved and is accredited by the regional accrediting agency for the territory in which the institution is located. Applicants must hold and submit a copy of a valid or expired regular administrator certificate or license in the state in which the preparation was completed, exclusive of a temporary, emergency or substitute license or certificate.

**18.6(1) Administrator exchange license.** A one-year nonrenewable administrator exchange license may be issued to an individual who has not met any of the following requirements:

*a.* Professional core requirements. The applicant has not completed all of the required courses in the professional core in 281—subrules 79.15(2) and 79.15(3) and 281—paragraphs 79.15(5) “b” to “k.”

*b.* Endorsement requirements. The applicant has not completed a minimum of 75 percent of the coursework for the PK-12 principal and PK-12 supervisor of special education endorsement, and any additional administrator endorsements desired.

*c.* Regular administrator certificate or license in the state in which the preparation was completed. The applicant is eligible for and has applied for a regular administrator certificate or license in the state in which the preparation was completed but has not yet received the certificate or license.

*d.* Approved evaluator training requirement. The applicant has not completed the approved evaluator training requirement.

**18.6(2) Conversion.** Each applicant who receives the one-year administrator exchange license must complete any identified licensure deficiencies in order to be eligible for an initial administrator license or a professional administrator license in Iowa. Any coursework deficiencies must be completed for college credit through a regionally accredited institution, with the exception of the human relations component which may be taken for licensure renewal credit through an approved provider.

[ARC 8141B, IAB 9/9/09, effective 10/14/09; ARC 9383B, IAB 2/23/11, effective 3/30/11; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—18.7(272) Specific requirements for a Class A extension license.**

**18.7(1)** A nonrenewable Class A extension license valid for one year may be issued to an applicant based on an expired Iowa professional administrator license. This license shall be endorsed for the type of service authorized by the expired license on which it is based.

**18.7(2)** The holder of an expired professional administrator license who is currently under contract with an Iowa educational unit (area education agency/local education agency/local school district) and who does not meet the renewal requirements for the administrator license held shall be required to secure

the signature of the superintendent or designee before the Class A extension license will be issued. If the superintendent does not meet the renewal requirements, the superintendent shall be required to secure the signature of the school board president before the license will be issued.

[ARC 9384B, IAB 2/23/11, effective 3/30/11; ARC 9453B, IAB 4/6/11, effective 5/11/11; ARC 0564C, IAB 1/23/13, effective 2/27/13; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—18.8(272) Specific requirements for a Class B license.** A nonrenewable Class B license valid for two years may be issued to an individual under the following conditions:

**18.8(1) *Endorsement in progress.*** The individual has a valid Iowa teaching license but is seeking to obtain an administrator endorsement. A Class B license may be issued if requested by an employer and the individual seeking this endorsement has completed at least 75 percent of the requirements leading to completion of all requirements for this endorsement.

**18.8(2) *Experience requirement.***

*a. Principal endorsement.* For the principal endorsement, three years of teaching experience must have been met before application for the Class B license.

*b. Superintendent endorsement.* For the superintendent endorsement, three years of teaching experience and three years as a building principal or other PK-12 districtwide or intermediate agency experience are acceptable for becoming a superintendent, and must have been met before application for the Class B license.

**18.8(3) *Request for exception.*** Rescinded IAB 2/23/11, effective 3/30/11.  
[ARC 9385B, IAB 2/23/11, effective 3/30/11]

**282—18.9(272) Area and grade levels of administrator endorsements.**

**18.9(1) *PK-12 principal and PK-12 supervisor of special education.***

*a. Authorization.* The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade twelve, a supervisor of instructional special education programs for children from birth to the age of 21, and a supervisor of support for special education programs for children from birth to the age of 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

*b. Program requirements.*

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early childhood, elementary, early adolescent and secondary level administration, supervision, and evaluation.

2. Knowledge and skill related to early childhood, elementary, early adolescent and secondary level curriculum development.

3. Knowledge of child growth and development from birth through adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and adolescence, to include an observation practicum.

4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.

5. Knowledge of school law and legislative and public policy issues affecting children and families.

6. Completion of evaluator training component.

7. Knowledge of current issues in special education administration.

8. Planned field experiences in elementary and secondary school administration, including special education administration.

9. Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

- Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
- Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.
- Acts with integrity, fairness, and in an ethical manner.
- Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

*c. Other.*

(1) The applicant must have had three years of teaching experience at the early childhood through grade twelve level while holding a valid license.

(2) Graduates from out-of-state institutions who are seeking initial Iowa licensure and the PK-12 principal and PK-12 supervisor of special education endorsement must meet the requirements for the standard license in addition to the experience requirements.

**18.9(2) PK-8 principal—out-of-state applicants.** This endorsement is only for applicants from out-of-state institutions.

*a. Authorization.* The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade eight.

*b. Program requirements.*

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early childhood, elementary, and early adolescent level administration, supervision, and evaluation.

2. Knowledge and skill related to early childhood, elementary, and early adolescent level curriculum development.

3. Knowledge of child growth and development from birth through early adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and early adolescence, to include an observation practicum.

4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.

5. Knowledge of school law and legislative and public policy issues affecting children and families.

6. Planned field experiences in early childhood and elementary or early adolescent school administration.

7. Completion of evaluator training component.

8. Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

- Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
- Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.
- Acts with integrity, fairness, and in an ethical manner.

- Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

*c. Other.* The applicant must have had three years of teaching experience at the early childhood through grade eight level while holding a valid license.

**18.9(3) 5-12 principal—out-of-state applicants.** This endorsement is only for applicants from out-of-state institutions.

*a. Authorization.* The holder of this endorsement is authorized to serve as a principal in grades five through twelve.

*b. Program requirements.*

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early adolescent and secondary level administration, supervision, and evaluation.

2. Knowledge and skill related to early adolescent and secondary level curriculum development.

3. Knowledge of human growth and development from early adolescence through early adulthood, to include an observation practicum.

4. Knowledge of family support systems, factors which place families at risk, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.

5. Knowledge of school law and legislative and public policy issues affecting children and families.

6. Planned field experiences in early adolescence or secondary school administration.

7. Completion of evaluator training component.

8. Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

- Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.

- Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

- Acts with integrity, fairness, and in an ethical manner.

- Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

*c. Other.* The applicant must have had three years of teaching experience at the secondary level (5-12) while holding a valid license.

[ARC 0872C, IAB 7/24/13, effective 8/28/13; ARC 2016C, IAB 6/10/15, effective 7/15/15]

## **282—18.10(272) Superintendent/AEA administrator.**

**18.10(1) Authorization.** The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade twelve or as an AEA administrator. NOTE: This authorization does not permit general teaching, school service, or administration at any level except that level or area for which the practitioner holds the specific endorsement(s).

**18.10(2) Program requirements.**

*a. Degree—specialist (or its equivalent):* A master's degree plus at least 30 semester hours of planned graduate study in administration beyond the master's degree).

*b. Content.* Through completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements, the administrator has knowledge and understanding of:

- (1) Models, theories, and practices that provide the basis for leading educational systems toward improving student performance.
- (2) Federal, state and local fiscal policies related to education.
- (3) Human resources management, including recruitment, personnel assistance and development, evaluation and negotiations.
- (4) Current legal issues in general and special education.
- (5) Noninstructional support services management including but not limited to transportation, nutrition and facilities.
- (6) Practicum in PK-12 school administration. In the coursework and the practicum, the administrator facilitates processes and engages in activities for:
  1. Developing a shared vision of learning through articulation, implementation, and stewardship.
  2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
  3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
  4. Collaborating with school staff, families, community members and boards of directors; responding to diverse community interests and needs; and mobilizing community resources.
  5. Acting with integrity, fairness, and in an ethical manner.
  6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**18.10(3) *Administrative experience.*** The applicant must meet one of the following:

- a. The applicant must have had three years of experience as a building principal while holding a valid license.
- b. The applicant must have three years of administrative experience in any of the following areas: PK-12 regional education agency administrative experience, PK-12 state department of education administrative experience, PK-12 educational licensing board administrative experience or PK-12 building/district administrative experience while holding a valid Iowa administrator license.
- c. The applicant must have six years of teaching and administrative experience, provided that at least two years are teaching experience and one year is administrative experience, all while holding a valid license.

[ARC 8248B, IAB 11/4/09, effective 10/12/09; ARC 0872C, IAB 7/24/13, effective 8/28/13; ARC 1167C, IAB 11/13/13, effective 12/18/13; ARC 2016C, IAB 6/10/15, effective 7/15/15]

## **282—18.11(272) Director of special education of an area education agency.**

**18.11(1) *Authorization.*** The holder of this endorsement is authorized to serve as a director of special education of an area education agency. Assistant directors are also required to hold this endorsement.

### **18.11(2) *Program requirements.***

- a. *Degree—specialist or its equivalent.* An applicant must hold a master's degree plus at least 32 semester hours of planned graduate study in administration or special education beyond the master's degree.
- b. *Endorsement.* An applicant must hold or meet the requirements for one of the following:
  - (1) PK-12 principal and PK-12 supervisor of special education (see rule 282—18.9(272));
  - (2) Supervisor of special education—instructional (see rule 282—15.5(272));
  - (3) Professional service administrator (see 282—subrule 27.3(5)); or
  - (4) A letter of authorization for special education supervisor issued prior to October 1, 1988.
- c. *Content.* An applicant must have completed a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements to include the following:
  - (1) Knowledge of federal, state and local fiscal policies related to education.
  - (2) Knowledge of school plant/facility planning.
  - (3) Knowledge of human resources management, including recruitment, personnel assistance and development, evaluations and negotiations.
  - (4) Knowledge of models, theories and philosophies that provide the basis for educational systems.

- (5) Knowledge of current issues in special education.
- (6) Knowledge of special education school law and legislative and public policy issues affecting children and families.
- (7) Knowledge of the powers and duties of the director of special education of an area education agency as delineated in Iowa Code section 273.5.
- (8) Practicum in administration and supervision of special education programs.
- d. Experience.* An applicant must have three years of administrative experience as a PK-12 principal or PK-12 supervisor of special education.
- e. Competencies.* Through completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements, the director of special education accomplishes the following:
  - (1) Facilitates the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
  - (2) Advocates, nurtures and sustains a school culture and instructional program conducive to student learning and staff professional growth.
  - (3) Ensures management of the organization, operations and resources for a safe, efficient and effective learning environment.
  - (4) Collaborates with educational staff, families and community members; responds to diverse community interests and needs; and mobilizes community resources.
  - (5) Acts with integrity and fairness and in an ethical manner.
  - (6) Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
  - (7) Collaborates and assists in supporting integrated work of the entire agency.

**18.11(3) Other.**

- a. Option 1: Instructional.* An applicant must meet the requirements for one special education teaching endorsement and have three years of teaching experience in special education.
- b. Option 2: Support.* An applicant must meet the practitioner licensure requirements for one of the following endorsements and have three years of experience as a:
  - (1) School audiologist;
  - (2) School psychologist;
  - (3) School social worker; or
  - (4) Speech-language pathologist.

NOTE: An individual holding a statement of professional recognition is not eligible for the director of special education of an area education agency endorsement.

[ARC 9075B, IAB 9/8/10, effective 10/13/10]

**282—18.12(272) Specific requirements for a Class E emergency license.** A nonrenewable Class E emergency license valid for one year may be issued to an individual as follows.

**18.12(1) Expired license.** Based on an expired Class A, Class B, or administrator exchange license, the holder of the expired license shall be eligible to receive a Class E license upon application and submission of all required materials.

**18.12(2) Application.** The application process will require transcripts of coursework completed during the term of the expired license, a program of study indicating the coursework necessary to obtain full licensure, and registration for coursework to be completed during the term of the Class E license. The Class E license will be denied if the applicant has not completed any coursework during the term of the Class A, Class B, or administrator exchange license unless extenuating circumstances are verified.

[ARC 0874C, IAB 7/24/13, effective 8/28/13; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—18.13** Reserved.

**282—18.14(272) Endorsements.**

**18.14(1)** After the issuance of an administrator license, an individual may add other administrator endorsements to that license upon proper application, provided current requirements for that



endorsement, as listed in rules 282—18.9(272) through 282—18.11(272), have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared.

**18.14(2)** The applicant must follow one of these options:

- a.* Identify with a recognized Iowa administrator preparing institution, meet that institution's current requirements for the endorsement desired, and receive that institution's recommendation; or
- b.* Identify with a recognized non-Iowa administrator preparation institution and receive a statement that the applicant has completed the equivalent of the institution's approved program for the endorsement sought.

**282—18.15(272) Licenses—issue dates, corrections, duplicates, and fraud.**

**18.15(1)** *Issue date on original license.* A license is valid only from and after the date of issuance.

**18.15(2)** *Correcting licenses.* If a licensee notifies board staff of a typographical or clerical error on the license within 30 days of the date of the board's mailing of a license, a corrected license shall be issued without charge to the licensee. If notification of a typographical or clerical error is made more than 30 days after the date of the board's mailing of a license, a corrected license shall be issued upon receipt of the fee for issuance of a duplicate license. For purposes of this rule, typographical or clerical errors include misspellings, errors in the expiration date of a license, errors in the type of license issued, and the omission or misidentification of the endorsements for which application was made. A licensee requesting the addition of an endorsement not included on the initial application must submit a new application and the appropriate application fee.

**18.15(3)** *Duplicate licenses.* Upon application and payment of the fee set out in 282—Chapter 12, a duplicate license shall be issued.

**18.15(4)** *Fraud in procurement or renewal of licenses.* Fraud in procurement or renewal of a license or falsifying records for licensure purposes will constitute grounds for filing a complaint with the board of educational examiners.

These rules are intended to implement Iowa Code chapter 272.

[Filed 12/24/08, Notice 10/22/08—published 1/14/09, effective 2/18/09]

[Filed ARC 8141B (Notice ARC 7873B, IAB 6/17/09), IAB 9/9/09, effective 10/14/09]

[Filed ARC 8142B (Notice ARC 7874B, IAB 6/17/09), IAB 9/9/09, effective 10/14/09]

[Filed Emergency ARC 8248B, IAB 11/4/09, effective 10/12/09]

[Filed ARC 8958B (Notice ARC 8687B, IAB 4/7/10), IAB 7/28/10, effective 9/1/10]

[Filed ARC 9075B (Notice ARC 8830B, IAB 6/2/10), IAB 9/8/10, effective 10/13/10]

[Filed ARC 9383B (Notice ARC 9199B, IAB 11/3/10), IAB 2/23/11, effective 3/30/11]

[Filed ARC 9384B (Notice ARC 9200B, IAB 11/3/10), IAB 2/23/11, effective 3/30/11]

[Filed ARC 9385B (Notice ARC 9201B, IAB 11/3/10), IAB 2/23/11, effective 3/30/11]

[Filed ARC 9453B (Notice ARC 9306B, IAB 12/29/10), IAB 4/6/11, effective 5/11/11]

[Filed ARC 0564C (Notice ARC 0444C, IAB 11/14/12), IAB 1/23/13, effective 2/27/13]

[Filed ARC 0607C (Notice ARC 0493C, IAB 12/12/12), IAB 2/20/13, effective 3/27/13]

[Filed ARC 0872C (Notice ARC 0703C, IAB 5/1/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 0874C (Notice ARC 0701C, IAB 5/1/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 1167C (Notice ARC 0988C, IAB 9/4/13), IAB 11/13/13, effective 12/18/13]

[Filed ARC 1326C (Notice ARC 1234C, IAB 12/11/13), IAB 2/19/14, effective 3/26/14]

[Filed ARC 2016C (Notice ARC 1918C, IAB 3/18/15), IAB 6/10/15, effective 7/15/15]

[Filed ARC 2230C (Notice ARC 2130C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]



## CHAPTER 20 RENEWALS

[Prior to 1/14/09, see Educational Examiners Board[282] Ch 17]

**282—20.1(272) General renewal information.** This chapter contains renewal requirements for those individuals desiring to renew the initial, standard, master educator, professional administrator, area education agency administrator, or substitute license or a statement of professional recognition (SPR). Individuals desiring to renew a license issued under some other title are referred to 282—Chapters 22, 23, and 24.

**282—20.2(272) Renewal application forms.** Application forms for renewal may be obtained from the board of educational examiners' Web site at [www.boee.iowa.gov](http://www.boee.iowa.gov) or by contacting the office at (515)281-3245.

**282—20.3(272) Renewal of licenses.**

**20.3(1) Issue date.** A renewed license is valid only from and after the date of issuance.

**20.3(2) General renewal requirements.** A license may be renewed for applicants who fulfill the general requirements set out in subrules 20.3(3) through 20.3(5) and the license-specific requirements set out in this chapter under each license.

**20.3(3) Background check.** Every applicant for renewal or conversion is required to submit a completed application form with the applicant's signature to facilitate a check of the sex offender registry information under Iowa Code section 692A.121, the central registry for child abuse information established under Iowa Code chapter 235A, the central registry for dependent adult abuse information maintained under Iowa Code chapter 235B, and the Iowa court information system. The board may assess the applicant a fee no greater than the costs associated with obtaining and evaluating the background check.

**20.3(4) Child and dependent adult abuse training.** Every renewal applicant must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

- a. A person is engaged in active duty in the military service of this state or of the United States.
- b. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
- c. A person is practicing a licensed profession outside this state.
- d. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.

**20.3(5) Recency of units for renewal.** If a license is renewed on or before the date of expiration, the units for renewal are acceptable if earned during the term of the license. If a license is not renewed on the date of expiration, the units for renewal must have been completed within the five-year period immediately preceding the date of application for the renewal.

**20.3(6) Timely renewal.** A license may only be renewed less than one year before it expires.  
[ARC 9451B, IAB 4/6/11, effective 5/11/11; ARC 0026C, IAB 3/7/12, effective 4/11/12; ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—20.4(272) Specific renewal requirements for the initial license.** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). If a person meets all requirements for the standard license except for the options required in rule 282—13.7(272), paragraph "2," the initial license may be renewed upon written request. A second renewal may be granted if the holder of the initial license has not met the options required in rule 282—13.7(272), paragraph "2," and if the license holder can provide evidence of teaching employment which will be acceptable for the experience requirement. A Class A license may be issued instead of the renewal of the initial license for another initial license if the applicant verifies one of the following:

1. The applicant is involved in the second year of the mentoring and induction program, but the license will expire before the second year of teaching is completed.

2. The applicant has taught for two years in a nonpublic school setting and needs one additional year of teaching to convert the initial license to the standard license.

[ARC 2017C, IAB 6/10/15, effective 7/15/15]

**282—20.5(272) Specific renewal requirements for the standard license.**

**20.5(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.5(2)** Six units are needed for renewal. These units may be earned in any combination listed as follows:

*a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.

*b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.

*c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.

*d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.

*e.* Four units may be earned for successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license.

[ARC 2120C, IAB 9/2/15, effective 10/7/15]

**282—20.6(272) Specific renewal requirements for a master educator license.**

**20.6(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.6(2)** Four units are needed for renewal. These units may be earned in any combination listed below:

*a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.

*b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.

*c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.

*d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.

*e.* Four units may be earned upon successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license.

[ARC 2120C, IAB 9/2/15, effective 10/7/15]

**282—20.7(272) Specific renewal requirements for a substitute license.** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272). An applicant for renewal of a substitute license shall meet one of the requirements listed below:

1. Verification of at least 30 days of substitute teaching during the term of the license or one year of teaching experience within the last five years completed during the term of a valid Iowa teaching license.

2. Completion of a local education agency or area education agency course approved through licensure renewal guidelines established by the board of educational examiners.

3. Completion of one semester hour of credit taken from a community college, college, or university.

[ARC 7988B, IAB 7/29/09, effective 9/2/09]

**282—20.8(272) Specific renewal requirements for the initial administrator license.** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.8(1) Requirements.** If an applicant meets all requirements for the professional administrator license except for the requirements in 282—subrule 18.4(1), the initial administrator license may be renewed upon written request. A second renewal may be granted if the holder of the initial administrator license has not met the requirements in 282—subrule 18.4(1) and if the license holder can provide evidence of employment as a PK-12 administrator, which meets the experience requirement.

**20.8(2) Extension.** An extension of the initial administrator license may be issued instead of the renewal of the initial administrator license if the applicant verifies one of the following:

a. The applicant is involved in a mentoring and induction program, but the license will expire before the first year of administrative experience is completed.

b. The applicant has one year of administrative experience in a nonpublic school setting or in an out-of-state setting and needs one additional year of administrative experience to convert the initial license to the professional license.

[ARC 2017C, IAB 6/10/15, effective 7/15/15]

**282—20.9(272) Specific renewal requirements for an administrator license.**

**20.9(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.9(2)** Four units are needed for renewal. These units may be earned in any combination listed below.

a. One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned specialist's or doctor's degree program.

b. One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.

c. One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an administrator endorsement not currently held.

d. One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.

**20.9(3) Evaluator training.** An applicant renewing an administrator license must submit documentation of completion of the evaluator training required in Iowa Code section 284.10. A waiver of the evaluator training may apply under the following conditions with appropriate documentation of any of the following:

a. The person is engaged in active duty in the military service of this state or of the United States.

b. The application of the evaluator training would impose an undue hardship on the person for whom the waiver is requested.

c. The person is practicing in a licensed profession outside this state.

**282—20.10(272) Renewal requirements for a statement of professional recognition (SPR).**

**20.10(1)** Renewal of the SPR.

- a. The applicant must:
  - (1) Apply for renewal every five years.
  - (2) Maintain continual licensure with the board with which the applicant holds other licensure.
  - (3) Complete continuing education as required by the board with which the applicant holds other licensure.
- b. The SPR shall be valid for five years.
- c. The fee for issuance of the SPR certificate shall be the same as for a standard license as set forth in 282—Chapter 12. All fees are nonrefundable.

**20.10(2)** Each applicant renewing an SPR must provide documentation that all renewal requirements in subrules 20.3(1) through 20.3(4) have been met.

**282—20.11(272) Audit of applications for license renewal.** The board will randomly audit a minimum of 10 percent of the applications for renewal of the standard, master educator, and administrator licenses.

**20.11(1) *Verification required.*** If audited, the licensee must submit verification of compliance with renewal credit requirements. Licensees are required to keep transcripts of courses taken during the term of the license. Original transcripts and all other documents as required by 282—Chapter 20 must be submitted within 30 calendar days after the date of the audit. An extension of time may be granted on an individual basis.

**20.11(2) *Results of audit.***

- a. The board shall notify the licensee of satisfactory completion of the audit by issuing the license.
- b. A licensee's failure to complete the audit satisfactorily or falsification of information shall be considered a violation of 282—Chapter 25, Code of Professional Conduct and Ethics, and the executive director may initiate a complaint against the licensee.
- c. A licensee's failure to notify the board of a current mailing address will not absolve the licensee from the audit requirement; completion of an audit will be required prior to further license renewal.

**282—20.12(272) Appeal procedure.** Any teacher seeking a different level of license who is denied the license due to the evaluation or other requirements may appeal the decision. The appeal shall be made in writing to the executive director of the board of educational examiners who shall establish a date for the hearing within 20 days of receipt of written notice of appeal by giving five days' written notice to appellant unless a shorter time is mutually agreeable. The procedures for hearing followed by the board of educational examiners shall be applicable.

**282—20.13(272) Licensure renewal programs.**

**20.13(1) *Application process.*** These rules are to be followed in the preparation and submission of proposals for licensure renewal programs. The application materials must be returned to the board of educational examiners for review and approval. Once the application has been submitted, it will be reviewed, and the applicant agency will be notified of approval or nonapproval and any deficiencies.

**20.13(2) *Application for licensure renewal program.***

- a. The application shall contain evidence that the local board of directors (the boards of directors in consortium-based applications) has given formal approval to the development and implementation of the program and the allocation of program resources.
- b. The application shall identify the criteria used in selecting faculty/instructors for the licensure renewal programs. These criteria shall include qualifications, experiences (relevant to the nature of the program), preparation and licensure status.
- c. There must be evidence of a current survey using multiple data sources that includes, but is not limited to, district and building school improvement goals as well as staff needs and an explanation of procedures used to derive such needs; this documentation must be furnished as a part of the application for a licensure renewal program.
- d. Programs developed by eligible agencies shall be based on evidence gathered from the survey referenced in paragraph "c" above.

e. Program objectives must be derived from identified educational needs in the district or districts or special groups to be served; these objectives shall be developed by the eligible agency seeking approval under licensure renewal programs.

f. Each application must include procedures for program evaluation; this evaluation must include faculty/instructor as well as course/activity evaluation. Program and course/activity evaluation shall include, but not be limited to, participant perceptions.

g. Evaluation. The evaluation shall include participant perception and, whenever possible, observation data collection techniques and analyses are required for each approved licensure renewal program.

**20.13(3) Eligible agencies/institutions.**

a. Teacher renewal.

- (1) Area education agencies, local education agencies, individually or in consortium arrangements.
- (2) Approved nonpublic districts, individually or in consortium arrangements.
- (3) Iowa educational professional organizations.
- (4) Iowa colleges and universities approved for teacher education.

b. Administrator renewal.

- (1) Area education agencies, local education agencies, individually or in consortium arrangements.
- (2) Approved nonpublic districts, individually or in consortium arrangements.
- (3) Iowa educational professional organizations.
- (4) Iowa colleges and universities approved for teacher education.

**20.13(4) Authority.** The acceptance of licensure renewal credit is provided in rules 282—20.5(272), 282—20.6(272), and 282—20.9(272).

**20.13(5) Licensure renewal courses.**

a. Licensure renewal courses are planned experiences, activities, and studies designed to develop skills, techniques, knowledge, and understanding of educational research and best practice and to model best practices in professional and organizational development. These courses support school improvement processes and practices and provide for the development of leadership in education. Approved courses and programs must be designed to follow the terms of the renewal requirements set forth for teacher and administrator license renewal in rules 282—20.5(272), 282—20.6(272), and 282—20.9(272). The following indicators of quality will be used in evaluating the approved license renewal programs:

- (1) The courses address specific student, teacher, and school needs evidenced in local school improvement plans; or
- (2) The courses assist teachers in improving student learning; or
- (3) The courses assist teachers in improving teaching evidenced through the adoption or application of practices, strategies, and information.

b. Approved teacher licensure renewal programs must offer and conduct a minimum of ten different courses for teachers during the calendar year, and approved administrator licensure renewal programs must conduct a minimum of five different courses for administrators during the calendar year.

c. A minimum of 15 scheduled clock hours of contact with the instructor, study groups or action research teams equal one renewal unit. Only whole units may be submitted to the board of educational examiners for license renewal.

d. Only renewal units offered through board of educational examiners-approved licensure renewal programs will be accepted for license renewal.

**20.13(6) Licensure renewal advisory committee.** Licensure renewal programs must be developed with the assistance of a licensure renewal advisory committee.

a. *Membership of the advisory committee.* Once the advisory committee is established, matters pertaining to the term of membership shall be spelled out through established procedures. The advisory committee shall consist of no fewer than five members. The licensure renewal coordinator shall forward the current updated list of licensure renewal advisory committee members to the board of educational examiners upon request.

(1) The licensure renewal advisory committee shall include the following persons for teacher/administrator renewal programs:

1. Elementary and secondary classroom teachers.
2. Local administrators: elementary or secondary principals, curriculum director or superintendent.
3. Higher education representative from a college or university offering an approved teacher education program.
4. Other categories may also be appointed: community college teaching faculty, students, area education agency staff members, school board members, members of educational professional organizations, business/industry representatives, community representatives, representatives of substitute teachers.

(2) The make-up of the membership should reflect the ratio of teachers to administrators within an agency or organization offering an approved licensure renewal program. The membership should reflect the general population by a balance of gender and race and shall be balanced between urban and rural districts.

(3) The licensure renewal coordinator shall be a nonvoting advisory committee member.

(4) Disputes about the appropriate composition of the membership of the licensure renewal advisory committee shall be resolved through local committee action.

*b. Responsibilities of licensure renewal advisory committee.* The licensure renewal advisory committee shall be involved in:

(1) The ongoing area education agency, local district, or other agency staff development needs assessment.

(2) The design and development of an original application for a license renewal program.

(3) The development of criteria for the selection of course instructors; and these criteria shall include, but not be limited to, academic preparation, experience and certification status.

(4) The annual evaluation of licensure renewal programs.

**20.13(7) Licensure renewal coordinator.**

*a.* Each agency or organization offering an approved licensure renewal program shall identify a licensed (elementary or secondary) professional staff member who shall be designated as coordinator for the program. This function must be assigned; no application will be approved unless this function has been assigned.

*b. Responsibilities of licensure renewal coordinators:*

(1) File all reports as requested by the board of educational examiners.

(2) Serve as a contact person for the board of educational examiners.

(3) Be responsible for the development of licensure renewal programs which address the professional growth concerns of the clientele.

(4) Be responsible for the approval of all courses or units offered for licensure renewal.

(5) Maintain records of approved courses as conducted and of the names of the qualifying participants.

(6) Maintain a list of all course offerings and approved instructors and forward the list to the board of educational examiners.

(7) Provide a record of credit for each participant and maintain a cumulative record of credits earned for each participant for a minimum of ten years.

(8) Be responsible for informing participants of the reporting procedures for renewal credits/units earned.

**20.13(8) Organization and administration.**

*a.* Local school districts are encouraged to work cooperatively with their respective area education agency in assessing needs and designing and conducting courses.

*b.* The board of educational examiners reserves the right to evaluate any course, to require submission of evaluation data and to conduct sufficient on-site evaluation to ensure high quality of licensure renewal programs.



*c.* Agencies or institutions developing new programs shall submit a letter of intent prior to the submission of an application. The application must be filed at least three months prior to the initiation of any planned licensure renewal program.

*d.* Once a program is approved, the coordinator shall approve all course offerings for licensure renewal units.

*e.* Initial approval may be for one to three years. Continuing approval may be granted for five-year terms. Continuing approval may involve board of educational examiners sponsored team visits.

*f.* Records retention. Each approved staff development agency/institution shall retain program descriptions, course activities, documentation of the qualifications of delivery personnel, evaluation reports, and completed renewal units for a period of ten years. This information shall be kept on file in the offices of the area education agency licensure renewal coordinators and shall be made available to the board of educational examiners upon request.

*g.* Monitoring and evaluation. Each approved licensure renewal program will be monitored by the board of educational examiners to determine the extent to which the program meets/continues to meet program standards and is moving toward the attainment of program objectives. This will include an annual report which shall include an annotated description of the courses provided, evidence of the collaborative efforts used in developing the courses, evidence of the intended results of the courses, and the data for demonstrating progress toward the intended results.

These rules are intended to implement Iowa Code chapter 272.

[Filed 12/24/08, Notice 10/22/08—published 1/14/09, effective 2/18/09]

[Filed ARC 7988B (Notice ARC 7748B, IAB 5/6/09), IAB 7/29/09, effective 9/2/09]

[Filed ARC 9451B (Notice ARC 9300B, IAB 12/29/10), IAB 4/6/11, effective 5/11/11]

[Filed ARC 0026C (Notice ARC 9924B, IAB 12/14/11), IAB 3/7/12, effective 4/11/12]

[Filed ARC 2017C (Notice ARC 1919C, IAB 3/18/15), IAB 6/10/15, effective 7/15/15]

[Filed ARC 2120C (Notice ARC 2025C, IAB 6/10/15), IAB 9/2/15, effective 10/7/15]

[Filed ARC 2230C (Notice ARC 2130C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]



## CHAPTER 22 AUTHORIZATIONS

[Prior to 1/14/09, see Educational Examiners Board[282] Ch 19]

**282—22.1(272) Coaching authorization.** A coaching authorization allows an individual to coach any sport in a middle school, junior high school, or high school.

**22.1(1) Application process.** Any person interested in the coaching authorization shall submit records of credit to the board of educational examiners for an evaluation in terms of the required courses or contact hours. Application materials are available from the office of the board of educational examiners, online at <http://www.boee.iowa.gov/>, or from institutions or agencies offering approved courses or contact hours.

**22.1(2) Requirements.** Applicants for the coaching authorization shall have completed the following requirements:

*a. Credit hours.* Applicants must complete credit hours in the following areas:

(1) Successful completion of 1 semester credit hour or 10 contact hours in a course relating to knowledge and understanding of the structure and function of the human body in relation to physical activity.

(2) Successful completion of 1 semester credit hour or 10 contact hours in a course relating to knowledge and understanding of human growth and development of children and youth in relation to physical activity.

(3) Successful completion of 2 semester credit hours or 20 contact hours in a course relating to knowledge and understanding of the prevention and care of athletic injuries and medical and safety problems relating to physical activity.

(4) Successful completion of 1 semester credit hour or 10 contact hours relating to knowledge and understanding of the techniques and theory of coaching interscholastic athletics.

(5) Beginning on or after July 1, 2000, each applicant for an initial coaching authorization shall have successfully completed 1 semester credit hour or 15 contact hours in a course relating to the theory of coaching which must include at least 5 contact hours relating to the knowledge and understanding of professional ethics and legal responsibilities of coaches.

(6) Successful completion of the concussion training approved by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union.

*b. Minimum age.* Applicants must have attained a minimum age of 18 years.

*c. Background check.* Applicants must complete the background check requirements set forth in rule 282—13.1(272).

**22.1(3) Validity.** The coaching authorization shall be valid for five years.

**22.1(4) Renewal.** The authorization may be renewed upon application and verification of successful completion of:

*a. Renewal activities.* Applicants for renewal of a coaching authorization must:

(1) Successfully complete five planned renewal activities/courses related to athletic coaching approved in accordance with guidelines approved by the board of educational examiners. Additionally, each applicant for the renewal of a coaching authorization shall have completed one renewal activity/course relating to the knowledge and understanding of professional ethics and legal responsibilities of coaches.

(2) Annually complete the concussion training approved by the Iowa High School Athletic Association or the Iowa Girls High School Athletic Union. Completion of the concussion training may be waived if the applicant is not serving as a coach. Attendance at the annual concussion training may be used for a maximum of one planned activity/course required in 22.1(4)“a”(1).

(3) Complete child and dependent adult abuse training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. This certification may be used for a maximum of one planned activity/course required in 22.1(4)“a”(1). A waiver of this requirement may apply if a person is engaged in active duty in the military service of this state or of the United States.

*b.* A one-year extension of the applicant's coaching authorization may be issued if all requirements for the renewal of the coaching authorization have not been met. The applicant must complete the concussion training approved by the Iowa High School Athletic Association or the Iowa Girls High School Athletic Union before serving as a coach. The one-year extension is not renewable. The fee for this extension is found in 282—Chapter 12.

**22.1(5) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the coaching authorization. An ethics complaint may be filed if a practitioner begins coaching a sport without current concussion training.

**22.1(6) *Approval of courses.*** Each institution of higher education, private college or university, merged area school or area education agency wishing to offer the semester credit or contact hours for the coaching authorization must submit course descriptions for each offering to the board of educational examiners for approval. After initial approval, any changes by agencies or institutions in course offerings shall be filed with the board of educational examiners.

[ARC 0865C, IAB 7/24/13, effective 8/28/13; ARC 0866C, IAB 7/24/13, effective 8/28/13; ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—22.2(272) *Substitute authorization.*** A substitute authorization allows an individual to substitute in grades PK-12 for no more than 5 consecutive days and no more than 10 days in a 30-day period in one job assignment for a regularly assigned teacher who is absent, except in the driver's education classroom. A school district administrator may file a written request with the board for an extension of the 10-day limit in one job assignment on the basis of documented need and benefit to the instructional program. The licensure committee will review the request and provide a written decision either approving or denying the request. An individual who holds a paraeducator certificate without a bachelor's degree and completes the substitute authorization program is authorized to substitute only in the special education classroom in which the individual paraeducator is employed.

**22.2(1) *Application process.*** Any person interested in the substitute authorization shall submit records of credit to the board of educational examiners for an evaluation in terms of the required courses or contact hours. Application materials are available from the office of the board of educational examiners, online at <http://www.boee.iowa.gov/> or from institutions or agencies offering approved courses or contact hours.

*a. Requirements.* Applicants for the substitute authorization shall meet the following requirements:

(1) Authorization program. Applicants must complete a board of educational examiners-approved substitute authorization program consisting of the following components and totaling a minimum of 15 clock hours:

1. Classroom management. This component includes an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

2. Strategies for learning. This component includes understanding and using a variety of learning strategies to encourage students' development of critical thinking, problem solving, and performance skills.

3. Diversity. This component includes understanding how students differ in their approaches to learning and creating learning opportunities that are equitable and are adaptable to diverse learners.

4. Ethics. This component includes fostering relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development and to be aware of the board's rules of professional practice and competent performance.

(2) Degree or certificate. Applicants must have achieved at least one of the following:

1. Hold a baccalaureate degree from a regionally accredited institution.

2. Completed an approved paraeducator certification program and hold a paraeducator certificate.

(3) Minimum age. Applicants must have attained a minimum age of 21 years.

(4) Background check. Applicants must complete the background check requirements set forth in rule 282—13.1(272).

b. *Validity.* The substitute authorization shall be valid for three years.

c. *Renewal.* The authorization may be renewed upon application and verification of successful completion of:

(1) Renewal units. Applicants for renewal of the substitute authorization must provide verification of a minimum of two semester hours of renewal credits.

(2) Child and dependent adult abuse training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

1. A person is engaged in active duty in the military service of this state or of the United States.
2. The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
3. A person is practicing a licensed profession outside this state.
4. A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.
5. The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse training approved by the state abuse education review panel.

**22.2(2) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the substitute authorization.

**22.2(3) *Approval of courses.*** Each institution of higher education, private college or university, merged area school or area education agency wishing to offer the semester credit or contact hours for the substitute authorization must submit course descriptions for each offering to the board of educational examiners for approval. After initial approval, any changes by agencies or institutions in course offerings shall be filed with the board of educational examiners.

[ARC 7745B, IAB 5/6/09, effective 6/10/09; ARC 0865C, IAB 7/24/13, effective 8/28/13; ARC 1087C, IAB 10/16/13, effective 11/20/13; ARC 1720C, IAB 11/12/14, effective 12/17/14; ARC 2230C, IAB 11/11/15, effective 12/16/15]

## **282—22.3(272) School business official authorization.**

**22.3(1) *Application for authorization.*** Effective July 1, 2012, a person who is interested in a school business official authorization will be required to apply for an authorization.

**22.3(2) *Responsibilities.*** A school business official authorization allows an individual to perform, supervise, and be responsible for the overall financial operation of a local school district.

**22.3(3) *Application process.*** Any person interested in the school business official authorization shall submit records of credit to the board of educational examiners for an evaluation in terms of the required courses or contact hours. Application materials are available from the office of the board of educational examiners, online at <http://www.boee.iowa.gov/>, or from institutions or agencies offering approved courses or contact hours.

**22.3(4) *Specific requirements for an initial school business official authorization.*** Applicants for an initial school business official authorization shall have completed the following requirements:

a. *Education.* Applicants must have a minimum of an associate's degree in business or accounting or 60 semester hours of coursework in business or accounting of which 9 semester hours must be in accounting.

If the applicant has not completed 9 semester hours in accounting but has 6 or more semester hours in accounting, the applicant may be issued a temporary school business official authorization valid for one year.

(1) A temporary initial school business official authorization may be issued if requested by the district. A district administrator may file a written request with the executive director for an exception to the minimum content requirements on the basis of documented need and benefit to the district. The executive director will review the request and provide a written decision either approving or denying the request.

(2) If the 9 semester hours of accounting are not completed within the time allowed, the applicant will not be eligible for the initial school business official authorization.

(3) If the applicant received a temporary school business official authorization, then the initial school business official authorization shall not exceed one year.

b. *Minimum age.* Applicants must have attained a minimum age of 18 years.

c. *Background check.* Applicants must complete the background check requirements set forth in rule 282—13.1(272).

**22.3(5) *Specific requirements for a standard school business official authorization.***

a. A standard school business official authorization will be valid for three years and may be issued to an applicant who meets the requirements set forth in subrules 22.3(3) to 22.3(5).

b. Requirements.

(1) Applicants must complete 9 semester hours or the equivalent (1 semester hour is equivalent to 15 contact hours) in an approved program in the following areas/competencies:

1. Accounting (GAAP) concepts: fund accounting, account codes, Uniform Financial Accounting.

2. Accounting cycles: budgets, payroll/benefits, purchasing/inventory, cash, receipts, disbursements, financial reporting, investments.

3. Technology: management of accounting systems, proficiency in understanding and use of systems technology and related programs.

4. Regulatory: Uniform Administrative Procedures Manual, school policies and procedures, administrative procedures, public records law, records management, school law, employment law, construction and bidding law.

5. Personal skills: effective communication and interpersonal skills, ethical conduct, information management, ability to analyze and evaluate, ability to recognize and safeguard confidential information, and accurate and timely performance.

(2) Applicants shall demonstrate completion of or competency in the following:

1. A board of educational examiners ethics program.

2. A mentoring program as described in 281—Chapter 81.

3. The promotion of the value of the school business official's fiduciary responsibility to the taxpayer.

**22.3(6) *Validity.***

a. The initial school business official authorization shall be valid for two years from the date of issuance.

b. The standard school business official authorization shall be valid for three years, and it shall expire three years from the date of issuance on the last day of the practitioner's birth month.

**22.3(7) *Renewal.*** The authorization may be renewed upon application and verification of successful completion of:

a. Renewal activities.

(1) In addition to the child and dependent adult abuse mandatory reporter training listed below, the applicant for renewal must complete 4 semester hours of credit or the equivalent contact hours (1 semester hour is equivalent to 15 contact hours) within the three-year licensure period.

(2) Failure to complete requirements for renewal will require a petition for waiver from the board.

b. Child and dependent adult abuse mandatory reporter training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel. A waiver of this requirement may apply under any of the following appropriately documented conditions:

(1) The person is engaged in active duty in the military service of this state or of the United States.

(2) The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.

(3) The person is practicing in a licensed profession outside this state.

(4) The person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse mandatory reporter training in this state.

(5) The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel.

**22.3(8) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the school business official authorization.

**22.3(9) *Approval of courses.*** Each institution of higher education, private college or university, merged area school or area education agency and professional organization that wishes to offer the semester credit hours or contact hours for the school business official authorization must submit course descriptions for each offering to the board of educational examiners for approval. After initial approval, any changes by agencies or institutions in course offerings shall be filed with the board of educational examiners.

[ARC 9572B, IAB 6/29/11, effective 8/3/11; ARC 0869C, IAB 7/24/13, effective 8/28/13; ARC 1719C, IAB 11/12/14, effective 12/17/14; ARC 2230C, IAB 11/11/15, effective 12/16/15]

## **282—22.4(272) Licenses—issue dates, corrections, duplicates, and fraud.**

**22.4(1) *Issue date on original authorization.*** An authorization is valid only from and after the date of issuance.

**22.4(2) *Correcting authorization.*** If an applicant notifies board staff of a typographical or clerical error on the authorization within 30 days of the date of the board's mailing of an authorization, a corrected authorization shall be issued without charge to the applicant. If notification of a typographical or clerical error is made more than 30 days after the date of the board's mailing of an authorization, a corrected authorization shall be issued upon receipt of the fee for issuance of a duplicate authorization. For purposes of this rule, typographical or clerical errors include misspellings, errors in the expiration date of an authorization, or errors in the type of authorization issued.

**22.4(3) *Duplicate authorization.*** Upon application and payment of the fee set out in 282—Chapter 12, a duplicate authorization shall be issued.

**22.4(4) *Fraud in procurement or renewal of authorization.*** Fraud in procurement or renewal of an authorization or falsifying records for authorization purposes will constitute grounds for filing a complaint with the board of educational examiners.

[ARC 9572B, IAB 6/29/11, effective 8/3/11]

## **282—22.5(272) Preliminary native language teaching authorization.**

**22.5(1) *Authorization.*** The preliminary native language teaching authorization is provided to noneducators entering the education profession to teach their native language as a foreign language in grades K-6 or grades 7-12.

**22.5(2) *Application process.*** Any person interested in the preliminary native language teaching authorization shall submit the application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov/>.

### **22.5(3) *Requirements.***

- a. The applicant must have completed a baccalaureate degree.
- b. Background check. The applicant must complete the background check requirements set forth in rule 282—13.1(272).
- c. The applicant must obtain a recommendation from a school district administrator verifying that the school district wishes to hire the applicant. Before the applicant is hired, the school district administrator must verify that a diligent search was completed to hire a fully licensed teacher for the position.
- d. During the term of the authorization, the applicant must complete board-approved training in the following:

(1) Methods and techniques of teaching. Develop skills to use a variety of learning strategies that encourage students' development of critical thinking, problem solving, and performance skills. The methods course must include specific methods and techniques of teaching a foreign language and must be appropriate for the level of endorsement.

(2) Curriculum development. Develop an understanding of how students differ in their approaches to learning and create learning opportunities that are equitable and adaptable to diverse learners.

(3) Measurement and evaluation of programs and students. Develop skills to use a variety of authentic assessments to measure student progress.

(4) Classroom management. Develop an understanding of individual and group motivation and behavior which creates a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

(5) Code of ethics. Develop an understanding of how to foster relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development and become aware of the board's rules of professional practice and code of ethics.

(6) Diversity training for educators. Develop an understanding of and sensitivity to the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society, including preparation that contributes to the education of individuals with disabilities and the gifted and talented.

*e.* The applicant must be assigned a mentor by the hiring school district. The mentor must have four years of teaching experience in a related subject area.

*f.* Assessment of native language. The applicant must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education. The cut score may not be waived by the board.

**22.5(4) *Validity.*** This authorization is valid for three years. No Class B licenses may be issued to applicants holding the preliminary native language teaching authorization. No additional endorsement areas may be added unless the requirements in 22.5(3) are met.

**22.5(5) *Renewal.*** The authorization is nonrenewable.

**22.5(6) *Conversion.*** The preliminary native language teaching authorization may be converted to a native language teaching authorization. The applicant must provide official transcripts verifying the completion of the coursework required in 22.5(3) "*d.*"

**22.5(7) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the preliminary native language teaching authorization. If a school district hires an applicant without a valid preliminary native language teaching authorization, a complaint may be filed against the teacher and the superintendent of the school district.

**22.5(8) *Approval of courses.*** Each institution of higher education, private college or university, community college or area education agency wishing to offer the training for the preliminary native language teaching authorization must submit course descriptions for each offering to the board of educational examiners for approval. After initial approval, any changes by agencies or institutions in course offerings shall be filed with the board of educational examiners.

[ARC 0562C, IAB 1/23/13, effective 2/27/13; ARC 2230C, IAB 11/11/15, effective 12/16/15]

## **282—22.6(272) Native language teaching authorization.**

**22.6(1) *Authorization.*** The native language teaching authorization allows an individual to teach the individual's native language as a foreign language in grades K-8 or grades 5-12.

**22.6(2) *Application process.*** Any person interested in the native language teaching authorization shall submit an application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov/>.

**22.6(3) *Requirements.*** Applicants must:

*a.* Hold a preliminary native language teaching authorization and meet the conversion requirements for the native language teaching authorization, or

*b.* Hold an Iowa teaching license and provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education. The cut score may not be waived by the board. Applicants who hold an Iowa teaching license must also obtain a recommendation from a school district administrator verifying that the school district wishes to hire the applicant. Before the applicant is hired, the school district administrator must verify



that a diligent search was completed to hire a fully licensed teacher with the proper endorsement for the position.

**22.6(4) *Validity.*** This authorization is valid for five years. No Class B licenses may be issued to an applicant holding the native language teaching authorization unless a teaching license is additionally obtained. No additional endorsement areas may be added to the native language teaching authorization.

**22.6(5) *Renewal.***

*a.* Applicants must meet the renewal requirements set forth in rule 282—20.3(272) and 282—subrule 20.5(2).

*b.* A one-year extension may be issued if all requirements for the renewal of the native language teaching authorization have not been met. This one-year extension is not renewable.

**22.6(6) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the native language teaching authorization. If a school district hires an applicant without the proper licensure or endorsement, a complaint may be filed.

[ARC 1721C, IAB 11/12/14, effective 12/17/14]

## **282—22.7(272) School administration manager authorization.**

**22.7(1) *Application for authorization.*** Effective July 1, 2014, a person who is interested in a school administration manager authorization will be required to apply for an authorization. The following persons must obtain an authorization:

*a.* A Model 1 SAM, a person who is hired to be a full-time SAM and who is authorized to assume the responsibilities of a SAM;

*b.* A Model 2 SAM, a person whose position in the school is reconfigured to include the responsibilities of being a SAM and is authorized as a SAM; and

*c.* A Model 3 SAM, a person who is a secretary/administrative assistant and is also authorized as a SAM.

**22.7(2) *Responsibilities.*** A school administration manager authorization allows an individual to assist a school administrator in performing noninstructional, administrative-type duties.

**22.7(3) *Application process.*** Any person interested in the school administration manager authorization shall submit to the board of educational examiners an application which includes a written verification of employment from a school district administrator. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov/>.

**22.7(4) *Specific requirements for an initial school administration manager authorization.*** Applicants for an initial school administration manager authorization shall have completed the following requirements:

*a. Education.* Applicants must hold a high school degree or general equivalency diploma.

*b. Minimum age.* Applicants must have attained a minimum age of 18 years.

*c. Background check.* Applicants must complete the background check requirements set forth in rule 282—13.1(272).

**22.7(5) *Specific requirements for a standard school administration manager authorization.*** The initial school administration manager authorization shall be converted to the standard school administration manager authorization provided the following requirements are met.

*a. Training.* A school administration manager shall attend an approved training program at the onset of the individual's hire as a school administration manager. The training for school administration managers is set forth in 281—subrule 82.7(2).

*b. Experience.* An applicant shall complete one year of experience as a school administration manager in an Iowa school. The supervising administrator shall verify this experience and the applicant's completion of the required competencies.

*c. Competencies.* Applicants shall demonstrate completion of or competency in the following:

(1) Each school administration manager shall demonstrate competence in technology appropriate to the school administration manager position. The school administration manager will:

1. Become proficient in the use of the approved time-tracking software tool;

2. Schedule the administrator's time using the approved software, update and reconcile the calendar daily, and attempt to pre-calendar the administrator at or above the administrator's goal; and

3. Regularly schedule, review, and reflect with the administrator on the graphs and data provided through the software.

(2) Each school administration manager shall demonstrate appropriate personal skills. The school administration manager:

1. Is an effective communicator with all stakeholders, including but not limited to colleagues, community members, parents, and students;

2. Works effectively with employees, students, and stakeholders.

3. Maintains confidentiality when dealing with student, parent, and staff issues;

4. Clearly understands the administrator's philosophy of behavior expectations and consequences; and

5. Maintains an environment of mutual respect, rapport, and fairness.

**22.7(6) *Validity.***

a. The initial school administration manager authorization shall be valid for three years.

b. The standard school administration manager authorization shall be valid for five years.

**22.7(7) *Renewal.***

a. The initial school administration manager authorization may be renewed once if the applicant has not previously had employment as a school administration manager but can at the time of application provide evidence of employment as a school administration manager.

b. The standard school administration manager authorization may be renewed upon application and verification of successful completion of the following:

(1) Renewal activities. The applicant for renewal must complete three semester hours of credit through authorized SAM training or online training courses approved by the board of educational examiners in collaboration with the department of education.

(2) Child and dependent adult abuse mandatory reporter training. Every renewal applicant must submit documentation of completion of the child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel. A waiver of this requirement may apply under any of the following appropriately documented conditions:

1. The person is engaged in active duty in the military service of this state or of the United States.

2. The person has previously renewed a license or another authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse mandatory reporter training approved by the state abuse education review panel.

**22.7(8) *Extension.*** A one-year extension of the school administration manager authorization may be issued if the applicant does not meet the renewal requirements. The applicant must secure the signature of the superintendent or designee before the extension will be issued.

**22.7(9) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the school administration manager authorization.

**22.7(10) *Approval of courses.*** Each institution of higher education, private college or university, community college, area education agency and professional organization that wishes to offer the semester credit hours for the school administration manager authorization must submit course descriptions for each offering to the board of educational examiners for approval. After initial approval, any changes by agencies or institutions in course offerings shall be filed with the board of educational examiners.

[ARC 1086C, IAB 10/16/13, effective 11/20/13; ARC 1542C, IAB 7/23/14, effective 8/27/14; ARC 1721C, IAB 11/12/14, effective 12/17/14; ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—22.8(272) iJAG authorization.**

**22.8(1) *Authorization.*** The Iowa jobs for America's graduates (iJAG) authorization is provided to noneducators entering the education profession to teach iJAG coursework in grades 7-12.

**22.8(2) *Application process.*** Any person interested in the iJAG authorization shall submit the application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov>.

**22.8(3) *Requirements.***

*a.* The applicant must have completed a baccalaureate degree.

*b.* Background check. The applicant must complete the background check requirements set forth in rule 282—13.1(272).

*c.* The applicant must have completed a board of educational examiners-approved iJAG training program consisting of the following components and totaling a minimum of 40 clock hours annually:

(1) Instructional methods. Develop skills to effectively deliver project-based instruction in the iJAG core competencies.

(2) Curriculum. Develop skills to effectively develop curriculum, projects and other educational opportunities consistent with the goals of iJAG.

(3) Measurement and evaluation of programs and students. Analyze student data, administer testing, and monitor the following: basic skills, individualized development plans, attendance, graduation requirements, and course enrollment.

(4) Code of ethics. Develop an understanding of how to foster relationships with parents, students, school colleagues, and organizations in the larger community to support students' learning and development and become aware of the board's rules of professional practice and code of ethics.

(5) Diversity training for educators. Develop an understanding of and sensitivity to the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society, including preparation that contributes to the education of individuals with disabilities and the gifted and talented.

*d.* The applicant must obtain a recommendation from an iJAG administrator verifying that the organization wishes to hire the applicant.

*e.* The applicant must be assigned a mentor by the hiring school district. The mentor must have four years of teaching experience.

**22.8(4) *Validity.*** This authorization is valid for five years. No Class B license or license based on administrative decision may be issued to an applicant holding the iJAG authorization unless a teaching license is additionally obtained. No additional endorsement areas may be added to the iJAG authorization.

**22.8(5) *Renewal.*** An applicant for renewal of the iJAG authorization must provide verification of completion of the following:

*a.* Required iJAG training as verified through an iJAG administrator.

*b.* Child and dependent adult abuse training as stated in 282—subrule 20.3(4).

**22.8(6) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holder of the iJAG authorization.

[ARC 1322C, IAB 2/19/14, effective 3/26/14; ARC 1721C, IAB 11/12/14, effective 12/17/14; ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—22.9(272) Requirements for the career and technical secondary authorization.**

**22.9(1) *Authorization.*** This authorization is provided to noneducators entering the education profession to instruct in occupations and specialty fields that are recognized in career and technical service areas and career cluster areas.

**22.9(2) *Application process.*** Any person interested in the career and technical secondary authorization shall submit the application to the board of educational examiners for an evaluation. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov/>.

**22.9(3) *Specific requirements for the initial career and technical secondary authorization.***

*a.* The applicant must meet the background check requirements for licensure set forth in rule 282—13.1(272).

b. The applicant must obtain a recommendation from a school district administrator verifying that the school district wishes to hire the applicant.

c. An applicant for this authorization must have completed 6,000 hours of recent and relevant career and technical experience in the teaching endorsement area sought. If the candidate also holds a bachelor's degree, the experience requirement is 4,000 hours. This experience shall have been accrued within the ten years prior to the date of application. Experience that does not meet these criteria may be considered at the discretion of the executive director. In subjects for which state registration, certification or licensure is required, the applicant must hold the appropriate license, registration or certificate before the initial career and technical secondary authorization or the career and technical secondary authorization will be issued.

d. The applicant must provide documentation of completion of a code of professional conduct and ethics training approved by the board of educational examiners.

e. Coursework requirements.

(1) Applicants must commit to complete the following requirements within the term of the initial authorization. Coursework must be completed for college credit from a regionally accredited institution.

1. A new teachers' workshop of a minimum of 30 clock hours and specified competencies, to be completed during the term of the initial authorization.

2. Coursework in the methods and techniques of career and technical education.

3. Coursework in course and curriculum development.

4. Coursework in the measurement and evaluation of programs and students.

5. An approved human relations course.

6. Coursework in the instruction of exceptional learners to include the education of individuals with disabilities and the gifted and talented.

(2) Applicants who believe that their previous college coursework meets the coursework requirements in 22.9(3) "e"(1) may have the specific requirements waived. Transcripts or other supporting data should be provided to a teacher educator at one of the institutions which has an approved teacher education program. The results of the competency determination shall be forwarded with recommendations to the board of educational examiners. Board personnel will make final determination as to the competencies mastered and cite coursework which yet needs to be completed, if any.

**22.9(4) *Validity—initial authorization.*** The initial career and technical secondary authorization is valid for three years.

**22.9(5) *Renewal.*** The initial career and technical secondary authorization may be renewed once if the candidate can demonstrate that coursework progress has been made.

**22.9(6) *Conversion.*** The initial career and technical secondary authorization may be converted to a career and technical secondary authorization if the applicant has met the following:

a. Completion of the required coursework set forth in paragraph 22.9(3) "e."

b. Documentation of completion of a code of professional conduct and ethics training approved by the board of educational examiners. The training must be completed after the issuance of the initial authorization and no more than three years prior to the date of application.

**22.9(7) *Specific requirements for the career and technical secondary authorization.***

a. This authorization is valid for five years.

b. An applicant for this authorization must first meet the requirements for the initial career and technical secondary authorization.

c. Renewal requirements for the career and technical secondary authorization. Applicants for renewal must meet the requirements set forth in 282—subrule 20.5(1) and 282—paragraphs 20.5(2) "a" to "d."

**22.9(8) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the initial career and technical secondary authorization or the career and technical secondary authorization. If a school district hires an applicant without a valid license or authorization, a complaint may be filed against the teacher and the superintendent of the school district.

[ARC 2015C, IAB 6/10/15, effective 7/15/15]

**282—22.10(272) Activities administration authorization.** An activities administration authorization allows an individual to administer any pupil activity program in a K-12 school setting.

**22.10(1) Application process.** Any person interested in the activities administration authorization shall submit an application and records of credit to the board of educational examiners for an evaluation of the required courses or contact hours. Application materials are available from the office of the board of educational examiners online at <http://www.boee.iowa.gov>.

*a. Requirements.* Applicants for the activities administration authorization shall meet the following requirements:

(1) Degree. A baccalaureate degree or higher in athletic administration or related field from a regionally accredited institution is required.

(2) Credit hours. Applicants must complete credit hours or courses offered by the Leadership Training Institute (LTI) from the National Interscholastic Athletic Administrators Association in the following areas:

1. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of risk management, Title IX, sexual harassment, hazing, Americans with Disabilities Act (ADA), and employment law as they pertain to the role of the activities administrator.

2. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of activities administration foundations including philosophy, leadership, professional programs and activities administration principles, strategies and methods.

3. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of the role of the activities director in supporting and developing sports medicine programs, management of athletic player equipment, concussion assessment and proper fitting of athletic protective equipment, and sports field safety.

4. Successful completion of 1 semester credit hour or LTI course relating to knowledge and understanding of the techniques and theory of coaching concepts and strategies for interscholastic budget and concepts and strategies for interscholastic fundraising.

5. Successful completion of 1 semester credit hour or LTI course, approved by the board, relating to the assessment and evaluation of interscholastic athletic programs and personnel, dealing with challenging personalities, and administration of professional growth programs for interscholastic personnel.

6. Successful completion of the concussion training approved by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union.

*b. Minimum age.* Applicants must have attained a minimum age of 21 years.

*c. Background check.* Applicants must complete the background check requirements set forth in rule 282—13.1(272).

**22.10(2) Validity.** The activities administration authorization shall be valid for five years.

**22.10(3) Renewal.**

*a.* The authorization may be renewed upon application and verification of successful completion of the following renewal activities:

(1) Applicants for renewal of an activities administration authorization must complete one of the following professional development options:

1. Document attendance at one state IHSADA convention and one LTI course relating to the knowledge and understanding of professional ethics and legal responsibilities of activities administrators.

2. Complete three LTI courses.

3. Complete 2 semester hours of college credit from a regionally accredited institution.

4. Complete 2 licensure renewal credits from an approved provider.

(2) Applicants for renewal of an activities authorization must complete child and dependent adult abuse training as stated in 282—subrule 20.3(4).

*b.* A one-year extension of the applicant's activities administration authorization may be issued if all requirements for the renewal of the activities administrator authorization have not been met. The one-year extension is nonrenewable.

**22.10(4) *Revocation and suspension.*** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the activities administration authorization.  
[ARC 1718C, IAB 11/12/14, effective 12/17/14; ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—22.11(272) Extension.** For authorizations established in this chapter, a one-year extension may be issued if the applicant does not meet the requirements for authorization conversion or renewal. The applicant shall secure the signature of the superintendent or designee of the applicant's employer and shall submit all required materials before the extension will be issued. This one-year extension is nonrenewable.

This rule is intended to implement Iowa Code section 272.31.  
[ARC 2121C, IAB 9/2/15, effective 10/7/15]

These rules are intended to implement Iowa Code chapter 272.

[Filed 12/24/08, Notice 10/22/08—published 1/14/09, effective 2/18/09]

[Filed ARC 7745B (Notice ARC 7329B, IAB 11/5/08), IAB 5/6/09, effective 6/10/09]

[Filed ARC 9572B (Notice ARC 9381B, IAB 2/23/11), IAB 6/29/11, effective 8/3/11]

[Filed ARC 0562C (Notice ARC 0443C, IAB 11/14/12), IAB 1/23/13, effective 2/27/13]

[Filed ARC 0865C (Notice ARC 0676C, IAB 4/3/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 0866C (Notice ARC 0696C, IAB 5/1/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 0869C (Notice ARC 0704C, IAB 5/1/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 1086C (Notice ARC 0877C, IAB 7/24/13), IAB 10/16/13, effective 11/20/13]

[Filed ARC 1087C (Notice ARC 0878C, IAB 7/24/13), IAB 10/16/13, effective 11/20/13]

[Filed ARC 1322C (Notice ARC 1180C, IAB 11/13/13), IAB 2/19/14, effective 3/26/14]

[Filed ARC 1542C (Notice ARC 1379C, IAB 3/19/14), IAB 7/23/14, effective 8/27/14]

[Filed ARC 1720C (Notice ARC 1552C, IAB 7/23/14), IAB 11/12/14, effective 12/17/14]

[Filed ARC 1719C (Notice ARC 1551C, IAB 7/23/14), IAB 11/12/14, effective 12/17/14]

[Filed ARC 1721C (Notice ARC 1604C, IAB 9/3/14), IAB 11/12/14, effective 12/17/14]

[Filed ARC 1718C (Notice ARC 1605C, IAB 9/3/14), IAB 11/12/14, effective 12/17/14]

[Filed ARC 2015C (Notice ARC 1917C, IAB 3/18/15), IAB 6/10/15, effective 7/15/15]

[Filed ARC 2121C (Notice ARC 2024C, IAB 6/10/15), IAB 9/2/15, effective 10/7/15]

[Filed ARC 2230C (Notice ARC 2130C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]

CHAPTER 23  
BEHIND-THE-WHEEL DRIVING INSTRUCTOR AUTHORIZATION

[Prior to 1/14/09, see Educational Examiners Board[282] Ch 21]

**282—23.1(272,321) Requirements.** Applicants for the behind-the-wheel driving instructor authorization shall meet the following requirements:

**23.1(1) Qualifications.** To qualify for the behind-the-wheel driving instructor authorization, the applicant must:

- a.* Be at least 25 years of age.
- b.* Hold a valid driver's license that permits unaccompanied driving, other than a motorized bicycle license or a temporary restricted license.
- c.* Have a clear driving record for the previous two years. A clear driving record means that the individual has:
  - (1) Not been identified as a candidate for driver's license suspension under the habitual violator provisions of rule 761—615.13(321) or serious violation provisions of rule 761—615.17(321).
  - (2) No driver's license suspensions, revocations, denials, cancellations, disqualifications, or bars.
  - (3) Not committed an offense which results in driver's license suspension, revocation, denial, cancellation, disqualification, or bar.
  - (4) No record of an accident for which the individual was convicted of a moving traffic violation.
- d.* Complete the background check requirements set forth in rule 282—13.1(272).

**23.1(2) Approved coursework.** The applicant shall successfully complete a behind-the-wheel driving instructor course approved by the department of transportation. At a minimum, classroom instruction shall include at least 12 clock hours of observed behind-the-wheel instruction and 24 clock hours of classroom instruction to include psychology of the young driver, behind-the-wheel teaching techniques, ethical teaching practices, and route selection.

**23.1(3) Classroom instruction.** To be eligible to provide classroom instruction, holders of the behind-the-wheel driving instructor authorization must additionally hold a valid or expired initial, standard, exchange, or master educator license with endorsement for driver education as set forth in 282—subrule 13.28(4).

[ARC 8608B, IAB 3/10/10, effective 4/14/10; ARC 2018C, IAB 6/10/15, effective 7/15/15; ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—23.2(272,321) Validity.** The behind-the-wheel driving instructor authorization shall be valid for one year. The behind-the-wheel driving instructor authorization shall be valid only if the holder continues to be qualified under subrule 23.1(1).

[ARC 8131B, IAB 9/9/09, effective 10/14/09; ARC 0865C, IAB 7/24/13, effective 8/28/13]

**282—23.3(272,321) Approval of courses.** Each institution of higher education, private college or university, community college or area education agency wishing to offer the behind-the-wheel driving instructor authorization must submit course descriptions to the department of transportation for approval. After initial approval, any changes by agencies or institutions in course offerings shall be filed with the department of transportation and the board of educational examiners.

**282—23.4(272,321) Application process.** Any person interested in the behind-the-wheel driving instructor authorization shall submit records of completion of a department of transportation-approved program to the board of educational examiners for an evaluation of completion of coursework and all other requirements. Application materials are available from the board of educational examiners or the department of transportation or from institutions or agencies offering department of transportation-approved courses.

**282—23.5(272,321) Renewal.** All fees are nonrefundable. The behind-the-wheel driving instructor authorization may be renewed upon application and verification of successful completion of:

**23.5(1)** Providing behind-the-wheel instruction for a minimum of 12 clock hours during the previous school year; and

**23.5(2)** Successful participation in at least one department of transportation-sponsored or department of transportation-approved behind-the-wheel instructor refresher course; and

**23.5(3)** Effective September 1, 2002, the child and dependent adult abuse training approved by the state abuse education review panel. A waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

- a.* The person is engaged in active duty in the military service of this state or of the United States.
- b.* The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
- c.* The person is practicing a licensed profession outside this state.
- d.* The person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.
- e.* The person has previously renewed a license or authorization issued by the board of educational examiners and, at that time, reported the completion, within the past five years, of child and dependent adult abuse training approved by the state abuse education review panel.

**282—23.6(272,321) Revocation and suspension.** Criteria of professional practice and rules of the board of educational examiners shall be applicable to the holders of the behind-the-wheel driving instructor authorization.

These rules are intended to implement Iowa Code chapter 272 and section 321.178.

[Filed 12/24/08, Notice 10/22/08—published 1/14/09, effective 2/18/09]

[Filed ARC 8131B (Notice ARC 7861B, IAB 6/17/09), IAB 9/9/09, effective 10/14/09]

[Filed ARC 8608B (Notice ARC 8409B, IAB 12/16/09), IAB 3/10/10, effective 4/14/10]

[Filed ARC 0865C (Notice ARC 0676C, IAB 4/3/13), IAB 7/24/13, effective 8/28/13]

[Filed ARC 2018C (Notice ARC 1920C, IAB 3/18/15), IAB 6/10/15, effective 7/15/15]

[Filed ARC 2230C (Notice ARC 2130C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]



CHAPTER 24  
PARAEDUCATOR CERTIFICATES  
[Prior to 1/14/09, see Educational Examiners Board[282] Ch 22]

**282—24.1(272) Paraeducator certificates.** Iowa paraeducator certificates are issued upon application filed on a form provided by the board of educational examiners. Applicants must complete the background check requirements set forth in rule 282—13.1(272).  
[ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—24.2(272) Approved paraeducator certificate programs.** An applicant for an initial paraeducator certificate who completes the paraeducator preparation program from a recognized Iowa paraeducator approved program shall have the recommendation from the designated certifying official at the recognized area education agency, local education agency, community college, or institution of higher education where the preparation was completed. A recognized Iowa paraeducator approved program is one which has its program of preparation approved by the state board of education according to standards established by the board of educational examiners.

**282—24.3(272) Prekindergarten through grade 12 paraeducator generalist certificate.**

**24.3(1)** Applicants must possess a minimum of a high school diploma or a graduate equivalent diploma.

**24.3(2)** Qualifications or criteria for the granting or revocation of a certificate or the determination of an individual's professional standing shall not include membership or nonmembership in any teacher or paraeducator organization.

**24.3(3)** Applicants shall have successfully completed at least 90 clock hours of training in the areas of behavior management, exceptional child and at-risk child behavior, collaboration skills, interpersonal relations skills, child and youth development, technology, and ethical responsibilities and behavior.

**24.3(4)** Applicants shall have successfully completed the following list of competencies.

*a. Foundations.* Under the supervision of a licensed education professional, the paraeducator will:

- (1) Recognize the different developmental stages of students.
- (2) Believe every student can learn.
- (3) Recognize that each learner has unique learning needs that may require accommodations.
- (4) Demonstrate knowledge of the common core, including competence in reading, writing and math.

(5) Function in a manner that demonstrates a positive regard for the distinction between roles and responsibilities of paraeducators and other professionals, including respecting the teacher as supervisor and seeing the teacher as ultimately responsible for the education and behavior of the students.

*b. Learning environment.* Under the supervision of a licensed education professional, the paraeducator will:

(1) Follow the prescribed health, safety, and emergency school and classroom policy and procedures.

- (2) Organize materials to support teaching and learning.
- (3) Facilitate the integration of students with diverse needs in various settings.
- (4) Assist with special health services, under the supervision of a licensed health care provider.
- (5) Promote a safe and positive learning environment.
- (6) Function in various instructional settings (e.g., large group, small group, tutoring).

*c. Content and instruction.* Under the supervision of a licensed education professional, the paraeducator will:

- (1) Assist with learning activities and opportunities to accomplish instructional objectives.
- (2) Support high expectations that are shared, clearly defined and appropriate.
- (3) Monitor progress and document and report objective observations that inform instructional decisions.
- (4) Effectively use verbal and nonverbal forms of communication with students.
- (5) Assist with the implementation and use of instructional and assistive technology.

*d. Emotional and behavioral.* Under the supervision of a licensed education professional, the paraeducator will:

- (1) Assist in modeling and teaching specific appropriate behaviors, social skills, and procedures that facilitate safety and learning in various environments.
- (2) Assist in the implementation of individualized behavior management plans.
- (3) Document and report objective observations on student behaviors.
- (4) Assist in modifying the learning environment to manage behavior and social skills.
- (5) Recognize that there is a cause or reason for misbehavior and assist in determining the cause or reason.
- (6) Recognize, address, and report bullying.
- (7) Recognize and report atypical emotional behavior.

*e. Professional relationships.* Under the supervision of a licensed education professional, the paraeducator will:

- (1) Demonstrate a commitment to work as an effective team member.
- (2) Foster a professional and caring relationship with each student's family.
- (3) Develop and maintain positive and professional relationships with students.

*f. Ethical and professional practice.* Under the supervision of a licensed education professional, the paraeducator will:

- (1) Follow ethical practices for confidential information.
- (2) Participate in ongoing professional development.
- (3) Accept and apply constructive feedback.
- (4) Abide by the Iowa code of ethics and professional practice rules of the board of educational examiners and rules of the Iowa department of education.
- (5) Demonstrate the ability to separate personal issues from one's responsibilities in the workplace.
- (6) Maintain a high level of competency and integrity.
- (7) Share information regarding students' performance, behavior, or program with students' parents or guardians only as directed by the supervising teacher or educator.
- (8) Be aware of personal biases and beliefs and refrain from discriminatory practices based on a student's disability, race, creed, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.
- (9) Demonstrate ethical behavior when supporting students with graded activities, quizzes, and tests.
- (10) Abide by Iowa law regarding the use of restraint and seclusion.
- (11) Recognize that the paraeducator may not be given primary responsibility for the education of an individual student(s).
- (12) Recognize that instructional decisions are made by the individualized education program (IEP) team for students with disabilities and that any changes to instruction, accommodations, supports, and services cannot be made outside the IEP team.

**24.3(5)** An applicant for a certificate under these rules shall demonstrate that the requirements of the certificate have been met, and the burden of proof shall be on the applicant.

[ARC 1325C, IAB 2/19/14, effective 3/26/14]

**282—24.4(272) Paraeducator area of concentration.** An area of concentration is not required but optional. Applicants must currently hold or have previously held an Iowa paraeducator generalist certificate. Applicants may complete one or more areas of concentration but must complete at least 45 clock hours in each area of concentration.

**24.4(1) Early childhood—prekindergarten through grade 3.** The paraeducator shall successfully complete the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

- a.* Reinforce skills, strategies, and activities involving individuals or small groups.
- b.* Participate as a member of the team responsible for developing service plans and educational objectives for parents and their children.

- c. Listen to and communicate with parents in order to gather information for the service delivery team.
- d. Demonstrate knowledge of services provided by health care providers, social services, education agencies, and other support systems available to support parents and provide them with the strategies required to gain access to these services.
- e. Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in the student.
- f. Gather information as instructed by the classroom teacher about the performance of individual children and their behaviors, including observing, recording, and charting, and share information with professional colleagues.
- g. Communicate and work effectively with parents and other primary caregivers.

**24.4(2) *Special needs—prekindergarten through grade 12.*** The paraeducator shall successfully complete the following list of competencies.

a. *Foundations.* Under the supervision of a licensed education professional, the paraeducator will demonstrate an understanding of an IEP.

b. *Learning environment.* Under the supervision of a licensed education professional, the paraeducator will demonstrate an understanding of the value of serving children and youth with disabilities and special needs in inclusive settings.

c. *Content and instruction.* Under the supervision of a licensed education professional, the paraeducator will:

- (1) Implement the activities assigned by a teacher to meet the goals and objectives in an IEP.
- (2) Assist in academic subjects through use of lesson plans and instructional strategies developed by teachers and other professional support staff.
- (3) Gather and maintain data about the performance of individual students and confer with special and general education practitioners about student schedules, instructional goals, progress, and performance.
- (4) Operate computers and use assistive technology and adaptive equipment that will enable students with special needs to participate more fully in general education.

d. *Emotional and behavioral.* Under the supervision of a licensed education professional, the paraeducator will:

- (1) Gather and maintain data about the behavior of individual students and confer with special and general education practitioners about student schedules, instructional goals, progress, and performance.
- (2) Use appropriate instructional procedures and reinforcement techniques as specified in the IEP or by the behavior team.

e. *Professional relationships.* Under the supervision of a licensed education professional, the paraeducator will, if asked, participate as a member of the IEP team responsible for developing service plans and educational objectives.

**24.4(3) *English as a second language—prekindergarten through grade 12.*** The paraeducator shall successfully complete the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

a. Operate computers and use technology that will enable students to participate effectively in the classroom.

b. Work with the classroom teacher as collaborative partners.

c. Demonstrate knowledge of the role and use of primary language of instruction in accessing English for academic purposes.

d. Demonstrate knowledge of instructional methodologies for second language acquisition.

e. Communicate and work effectively with parents or guardians of English as a second language students in their primary language.

f. Demonstrate knowledge of appropriate translation and interpretation procedures.

**24.4(4) *Career and transitional programs—grades 5 through 12.*** The paraeducator shall successfully complete the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:

- a. Assist in the implementation of career and transitional programs.
- b. Assist in the implementation of appropriate behavior management strategies for career and transitional students and those students who may have special needs.
- c. Assist in the implementation of assigned performance and behavior assessments including observation, recording, and charting for career and transitional students and those students who may have special needs.
- d. Provide training at job sites using appropriate instructional interventions.
- e. Participate in preemployment, employment, or transitional training in classrooms or at off-campus sites.
- f. Communicate effectively with employers and employees at work sites and with personnel or members of the public in other transitional learning environments.

**24.4(5) *School library media—prekindergarten through grade 12.*** The school library media paraeducator shall successfully complete the following list of competencies so that, under the direct supervision and direction of a qualified school library supervisor or school librarian, the paraeducator will be able to:

- a. Be aware of, implement, and support the goals, objectives, and policies of the school library media program.
- b. Assist the school library supervisor or school librarian in general operations, such as processing materials, circulating materials, performing clerical tasks, assisting students and staff, and working with volunteers and student helpers, and to understand the role of the paraeducator in the library setting in order to provide efficient, equitable, and effective library services.
- c. Demonstrate knowledge of library technical services including, but not limited to, cataloging, processing, acquisitions, routine library maintenance, automation and new technologies.
- d. Be aware of and support the integration of literacy initiatives and content area standards, e.g., visual information and technology in support of the curriculum.
- e. Be aware of the role school libraries play in improving student achievement, literacy, and lifelong learning.
- f. Demonstrate an understanding of ethical issues related to school libraries, such as copyright, plagiarism, privacy, diversity, confidentiality, and freedom of speech.
- g. Assist in the daily operations of the school library program, such as shelving, working with volunteers and student helpers, inventory, materials repair and maintenance.
- h. Exhibit welcoming behaviors to all library patrons and visitors to encourage use of the library and its resources.
- i. Demonstrate knowledge of the school library collection and the availability of other resources that will meet individual student information or research needs.
- j. Demonstrate a general knowledge of basic technology skills and assist in troubleshooting basic hardware and software problems.

**24.4(6) *Speech-language pathology (SLP)—prekindergarten through grade 12.*** The speech-language pathology paraeducator shall successfully complete the following list of competencies so that, under the direction and supervision of a qualified speech-language pathologist, the paraeducator will be able to:

- a. Understand the roles and responsibilities of the speech-language pathology paraeducator.
- b. Demonstrate a basic understanding of the four areas of communication, including articulation, language, fluency, and voice, and how they occur through typical development.
- c. Demonstrate an understanding of articulation/phonological disabilities.
- d. Demonstrate an understanding of language disabilities.
- e. Use appropriate instructional procedures and reinforcement techniques when working with children with articulation/phonological disabilities.
- f. Use appropriate instructional procedures and reinforcement techniques when working with children with language disabilities.
- g. Gather information as directed by the speech-language pathologist regarding the performance of children, including recording and charting responses.

**24.4(7) Vision impairments—prekindergarten through grade 12.**

*a.* Demonstrate knowledge of the impact of vision loss on learning and concept development for students who are blind or visually impaired.

(1) Demonstrate introductory knowledge of expanded core curriculum (ECC) and the ability to support ECC skills as directed by the supervising professional.

(2) Demonstrate introductory knowledge of functional vision assessments (FVA) and learning media assessments (LMA) of students who have vision impairments.

*b.* Demonstrate knowledge of and skills in technology appropriate to the needs of students with vision impairments.

(1) Operate and use assistive technology that supports students who have vision impairments.

(2) Support and strengthen each student's capability to access and utilize assistive technology.

*c.* Demonstrate introductory knowledge of instructional strategies unique to students who have vision impairments.

(1) Demonstrate the ability to adapt educational materials by using varied learning media as determined by student needs.

(2) Demonstrate an introductory knowledge of Braille in relation to identified or expressed student needs or both.

(3) Demonstrate introductory skills in operating transcription software and equipment.

*d.* Demonstrate introductory knowledge of motor skills, movement, orientation, and mobility for students with vision impairments.

*e.* Demonstrate knowledge of the role of paraeducators in student plans including individualized education programs (IEPs) and individualized family service plans (IFSPs).

*f.* Demonstrate knowledge about and skills in fostering independence, self-determination, social skills, self-advocacy, and appropriate behaviors for students with vision impairments.

*g.* Demonstrate professionalism and ethical practices, including appropriate communication skills in relation to students with vision impairments and the students' service providers and families.

[ARC 8405B, IAB 12/16/09, effective 1/20/10; ARC 9204B, IAB 11/3/10, effective 12/8/10; ARC 1325C, IAB 2/19/14, effective 3/26/14]

**282—24.5(272) Prekindergarten through grade 12 advanced paraeducator certificate.** Applicants for the prekindergarten through grade 12 advanced paraeducator certificate shall have met the following requirements:

**24.5(1)** Currently hold or have previously held an Iowa paraeducator generalist certificate.

**24.5(2)** Possess an associate's degree or have earned 62 semester hours of college coursework from a regionally accredited institution of higher education.

**24.5(3)** Complete a minimum of 2 semester hours of coursework involving at least 100 clock hours of a supervised practicum with children and youth. These 2 semester hours of practicum may be part of an associate's degree or part of the earned 62 semester hours of college coursework.

**282—24.6(272) Renewal requirements.**

**24.6(1)** The paraeducator certificate may be renewed upon application, payment of a renewal fee as established in 282—Chapter 12, and verification of successful completion of coursework totaling three units in any combination listed below.

*a.* One unit may be earned for each semester hour of credit which leads to the completion of the requirements for an area of concentration not currently held.

*b.* One unit may be earned for each hour of credit that will assist a paraeducator to demonstrate the knowledge of and the ability to assist in reading, writing, or mathematics.

*c.* One unit may be earned for each hour of credit completed which supports either the building's or district's career development plan.

*d.* One unit may be earned for each semester hour of college credit.

**24.6(2)** All applicants renewing a paraeducator certificate must submit documentation of completion of the child and dependent adult abuse training approved by the state abuse education review panel. A

waiver of this requirement may apply under the following conditions with appropriate documentation of any of the following:

- a.* A person is engaged in active duty in the military service of this state or of the United States.
- b.* The application of this requirement would impose an undue hardship on the person for whom the waiver is requested.
- c.* A person is practicing a licensed profession outside this state.
- d.* A person is otherwise subject to circumstances that would preclude the person from satisfying the approved child and dependent adult abuse training in this state.

**282—24.7(272) Issue date on original certificate.** A certificate is valid only from and after the date of issuance.

**282—24.8(272) Validity.** The paraeducator certificate shall be valid for five years.

**282—24.9(272) Certificate application fee.** All fees are nonrefundable.

**24.9(1) Issuance of certificates.** The fee for the issuance of the paraeducator certificate shall be as established in 282—Chapter 12.

**24.9(2) Adding areas of concentration.** The fee for the addition of each area of concentration to a paraeducator certificate, following the issuance of the initial paraeducator certificate and any area(s) of concentration, shall be as established in 282—Chapter 12.

These rules are intended to implement Iowa Code chapter 272.

[Filed 12/24/08, Notice 10/22/08—published 1/14/09, effective 2/18/09]

[Filed ARC 8405B (Notice ARC 8117B, IAB 9/9/09), IAB 12/16/09, effective 1/20/10]

[Filed ARC 9204B (Notice ARC 8960B, IAB 7/28/10), IAB 11/3/10, effective 12/8/10]

[Filed ARC 1325C (Notice ARC 1233C, IAB 12/11/13), IAB 2/19/14, effective 3/26/14]

[Filed ARC 2230C (Notice ARC 2130C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]

CHAPTER 27  
ISSUANCE OF PROFESSIONAL SERVICE LICENSES

**282—27.1(272) Professional service license.** A professional service licensee is an individual prepared to provide professional services in Iowa schools but whose preparation has not required completion of the teacher preparation coursework set forth in rule 281—79.15(256). The professional service license may be issued in the following areas:

1. School counselor.
2. School psychologist.
3. Speech-language pathologist.
4. Supervisor of special education (support).
5. Director of special education of an area education agency.
6. School social worker.
7. School audiologist.

[ARC 7980B, IAB 7/29/09, effective 9/2/09; ARC 2016C, IAB 6/10/15, effective 7/15/15]

**282—27.2(272) Requirements for a professional service license.**

**27.2(1) Initial professional service license.** An initial professional service license valid for two years may be issued to an applicant for licensure to serve as a school audiologist, school psychologist, school social worker, speech-language pathologist, supervisor of special education (support), director of special education of an area education agency, or school counselor who:

- a. Has a master's degree in a recognized professional educational service area from a regionally accredited institution.
- b. Has completed a state-approved program which meets the requirements for an endorsement in a professional educational service area.
- c. Has completed the requirements for one of the professional educational service area endorsements.
- d. Meets the recency requirement of 282—subparagraph 13.5(2) "b" (4).
- e. Completes the background check requirements set forth in rule 282—13.1(272).

**27.2(2) Standard professional service license.** A standard professional service license valid for five years may be issued to an applicant who:

- a. Completes requirements listed under 27.2(1) "a" to "d."
- b. Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa standards as determined by a comprehensive evaluation and two years' successful service experience in an Iowa public school. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful service area experience in an Iowa nonpublic school or three years' successful service area experience in an out-of-state K-12 educational setting.
- c. Meets the recency requirement of 282—subparagraph 13.5(2) "b" (4).

**27.2(3) Renewal.** Renewal requirements for this license are set out in 282—Chapter 20.

[ARC 7980B, IAB 7/29/09, effective 9/2/09; ARC 2016C, IAB 6/10/15, effective 7/15/15; ARC 2230C, IAB 11/11/15, effective 12/16/15]

**282—27.3(272) Specific requirements for professional service license endorsements.**

**27.3(1) Elementary professional school counselor.**

a. *Authorization.* The holder of this endorsement has not completed the teacher preparation coursework set forth in rule 281—79.15(256) but is authorized to serve as a professional school counselor in kindergarten and grades one through eight.

b. *Program requirements.*

- (1) Master's degree from an accredited institution of higher education.
- (2) Completion of an approved human relations component.
- (3) Completion of an approved exceptional learner component.

*c. Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include:

(1) The competencies listed in 282—subparagraphs 13.28(26) “c”(1) to (11).

(2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation.

**27.3(2) Secondary professional school counselor.**

*a. Authorization.* The holder of this endorsement has not completed the teacher preparation coursework set forth in rule 281—79.15(256) but is authorized to serve as a professional school counselor in grades five through twelve.

*b. Program requirements.*

(1) Master’s degree from an accredited institution of higher education.

(2) Completion of an approved human relations component.

(3) Completion of an approved exceptional learner component.

*c. Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements to include:

(1) The competencies listed in 282—subparagraphs 13.28(26) “c”(1) to (11).

(2) The teaching and counseling practicum. The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation.

**27.3(3) School psychologist.**

*a. Authorization.* The holder of this endorsement is authorized to serve as a school psychologist with pupils from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

*b. Program requirements.*

(1) An applicant shall have completed a program of graduate study that is currently approved (or that was approved at the time of graduation) by the National Association of School Psychologists or the American Psychological Association, or be certified as a Nationally Certified School Psychologist by the National Association of School Psychologists, in preparation for service as a school psychologist through one of the following options:

1. Completion of a master’s degree with sufficient graduate semester hours beyond a baccalaureate degree to total 60; or

2. Completion of a specialist’s degree of at least 60 graduate semester hours with or without completion of a terminal master’s degree program; or

3. Completion of a doctoral degree program of at least 60 graduate semester hours with or without completion of a terminal master’s degree program or specialist’s degree program.

(2) The program shall include an approved human relations component.

(3) The program must include preparation that contributes to the education of students with disabilities and students who are gifted and talented.

*c. School psychologist one-year Class A license.*

(1) Requirements for a one-year Class A license. A nonrenewable Class A license valid for one year may be issued to an individual who must complete an internship or thesis as an aspect of an approved program in preparation for the school psychologist endorsement. The one-year Class A license may be issued under the following limited conditions:

1. Verification from the institution that the internship or thesis is a requirement for successful completion of the program.



2. Verification that the employment situation will be satisfactory for the internship experience.
3. Verification from the institution of the length of the approved and planned internship or the anticipated completion date of the thesis.
4. Verification of the evaluation processes for successful completion of the internship or thesis.
5. Verification that the internship or thesis is the only requirement remaining for successful completion of the approved program.

(2) Written documentation of the above requirements must be provided by the official at the institution where the individual is completing the approved school psychologist program and forwarded to the board of educational examiners with the application form for licensure.

**27.3(4) *Speech-language pathologist.*** A person who meets the requirements set forth below may be issued an endorsement. Alternatively, a person may meet the requirements for a statement of professional recognition (SPR) issued by the board of educational examiners in this area as set forth in 282—Chapter 16.

*a. Authorization.* The holder of this endorsement is authorized to serve as a speech-language pathologist to pupils from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

*b. Program requirements.*

(1) An applicant must hold a master's degree in speech pathology.

(2) Content. An applicant must have completed the requirements in speech pathology and in the professional education sequence, i.e., 20 semester hours including student teaching/internship as a school speech-language pathologist. Courses in the following areas may be recognized for fulfilling the 20-hour sequence:

1. Curriculum courses (e.g., reading, methods, curriculum development).
2. Foundations (e.g., philosophy of education, foundations of education).
3. Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction).
4. Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification).
5. Courses in special education (e.g., introduction to special education, learning disabilities).
6. Child development courses (e.g., human growth and development, principles and theories of child development, history and theories of early childhood education).

NOTE: General education courses (e.g., introduction to psychology, sociology, history, literature, humanities) will not be credited toward fulfillment of the required 20 hours.

(3) The applicant must complete an approved human relations component.

(4) The program must include preparation that contributes to the education of individuals with disabilities and the gifted and talented.

**27.3(5) *Professional service administrator.***

*a. Authorization.* The holder of this endorsement is authorized to serve as a supervisor of special education support programs. However, an individual holding a statement of professional recognition is not eligible for the professional service administrator endorsement.

*b. Program requirements.*

(1) An applicant must hold a master's degree in preparation for school psychology, speech/language pathology, audiology (or education of the hearing impaired), or social work.

(2) Content. The program shall include a minimum of 16 graduate semester hours to specifically include the following:

1. Consultation process in special or regular education.
2. Current issues in special education administration including school law/special education law.
3. Program evaluation.
4. Educational leadership.
5. Administration and supervision of special education.
6. Practicum: Special education administration. NOTE: This requirement may be waived based on two years of experience as a special education administrator.

7. School personnel administration.
  8. Evaluator approval component.
  - c. *Other.* The applicant must:
    - (1) Have four years of support service in a school setting with special education students in the specific discipline area desired.
    - (2) Meet the practitioner licensure requirements of one of the following endorsements:
      1. School audiologist (or hearing impaired at K-8 and 5-12).
      2. School psychologist.
      3. School social worker.
      4. Speech-language pathologist.
- 27.3(6) Director of special education of an area education agency.**
- a. *Authorization.* The holder of this endorsement is authorized to serve as a director of special education of an area education agency. Assistant directors are also required to hold this endorsement. However, an individual holding a statement of professional recognition is not eligible for the director of special education of an area education agency endorsement.
  - b. *Program requirements.*
    - (1) Degree—specialist or its equivalent. An applicant must hold a master's degree plus at least 32 semester hours of planned graduate study in administration or special education beyond the master's degree.
    - (2) Endorsement. An applicant must hold or meet the requirements for one of the following:
      1. PK-12 principal and PK-12 supervisor of special education (see rule 282—18.9(272));
      2. Supervisor of special education—instructional (see rule 282—15.5(272));
      3. Professional service administrator (see subrule 27.3(5)); or
      4. A letter of authorization for special education supervisor issued prior to October 1, 1988.
    - (3) Content. An applicant must have completed a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements to include the following:
      1. Knowledge of federal, state and local fiscal policies related to education.
      2. Knowledge of school plant/facility planning.
      3. Knowledge of human resources management, including recruitment, personnel assistance and development, evaluations, and negotiations.
      4. Knowledge of models, theories and philosophies that provide the basis for educational systems.
      5. Knowledge of current issues in special education.
      6. Knowledge of special education school law and legislative and public policy issues affecting children and families.
      7. Knowledge of the powers and duties of the director of special education of an area education agency as delineated in Iowa Code section 273.5.
      8. Practicum in administration and supervision of special education programs.
    - (4) Experience. An applicant must have three years of administrative experience as a PK-12 principal or PK-12 supervisor of special education.
    - (5) Competencies. Through completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements, the director of special education accomplishes the following:
      1. Facilitates the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
      2. Advocates, nurtures and sustains a school culture and instructional program conducive to student learning and staff professional growth.
      3. Ensures management of the organization, operations and resources for a safe, efficient and effective learning environment.
      4. Collaborates with educational staff, families and community members; responds to diverse community interests and needs; and mobilizes community resources.
      5. Acts with integrity and fairness and in an ethical manner.

6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

7. Collaborates and assists in supporting integrated work of the entire agency.

c. *Other.*

(1) Option 1: Instructional. An applicant must meet the requirements for one special education teaching endorsement and have three years of teaching experience in special education.

(2) Option 2: Support. An applicant must meet the practitioner licensure requirements for one of the following endorsements and have three years of experience as a:

1. School audiologist;

2. School psychologist;

3. School social worker; or

4. Speech-language pathologist.

**27.3(7) School social worker.** A person who meets the requirements set forth below may be issued an endorsement. Alternatively, a person may meet the requirements for a statement of professional recognition (SPR) issued by the board of educational examiners in this area as set forth in 282—Chapter 16.

a. *Authorization.* An individual who meets the requirements of 282—paragraph 15.7(5)“b” or 282—subrule 16.6(2) is authorized to serve as a school social worker to pupils from birth to age 21 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

b. *Endorsement requirements.* An applicant must hold a master’s degree in social work from an accredited school of social work to include a minimum of 20 semester hours of coursework (including practicum experience) which demonstrates skills, knowledge, and competencies in the following areas:

(1) Social work.

1. Assessment (e.g., social, emotional, behavioral, and familial).

2. Intervention (e.g., individual, group, and family counseling).

3. Related studies (e.g., community resource coordination, multidiscipline teaming, organizational behavior, and research).

(2) Education.

1. General education (e.g., school law, foundations of education, methods, psychoeducational measurement, behavior management, child development).

2. Special education (e.g., exceptional children, psychoeducational measurement, behavior management, special education regulations, counseling school-age children).

(3) Practicum experience. A practicum experience in a school setting under the supervision of an experienced school social work practitioner is required. The practicum shall include experiences that lead to the development of professional identity and the disciplined use of self. These experiences will include: assessment, direct services to children and families, consultation, staffing, community liaison and documentation. If a person has served two years as a school social worker, the practicum experience can be waived.

(4) Completion of an approved human relations component is required.

(5) The program must include preparation that contributes to the education of students with disabilities and students who are gifted and talented.

**27.3(8) School audiologist.** A person who meets the requirements set forth below may be issued an endorsement. Alternatively, a person may meet the requirements for a statement of professional recognition (SPR) issued by the board of educational examiners in this area as set forth in 282—Chapter 16.

a. *Authorization.* The holder of this endorsement is authorized to serve as a school audiologist to pupils from birth to age 21 who have hearing impairments (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

b. *Program requirements.*

(1) An applicant must hold a master’s degree in audiology.

(2) Content. An applicant must complete the requirements in audiology and in the professional education sequence, i.e., 20 semester hours including student teaching/internship as a school audiologist. Courses in the following areas may be recognized for fulfilling the 20-hour sequence:

1. Curriculum courses (e.g., reading, methods, curriculum development).
2. Foundations (e.g., philosophy of education, foundations of education).
3. Educational measurements (e.g., school finance, tests and measurements, measures and evaluation of instruction).
4. Educational psychology (e.g., educational psychology, educational psychology measures, principles of behavior modification).
5. Courses in special education (e.g., introduction to special education, learning disabilities).
6. Child development courses (e.g., human growth and development, principles and theories of child development, history of early childhood education).

NOTE: General education courses (e.g., introduction to psychology, sociology, history, literature, humanities) will not be credited toward fulfillment of the required 20 hours.

(3) An applicant must complete an approved human relations component.

(4) The program must include preparation that contributes to the education of individuals with disabilities and the gifted and talented.

[ARC 7980B, IAB 7/29/09, effective 9/2/09; ARC 9074B, IAB 9/8/10, effective 10/13/10; ARC 9076B, IAB 9/8/10, effective 10/13/10; ARC 1328C, IAB 2/19/14, effective 3/26/14; ARC 2016C, IAB 6/10/15, effective 7/15/15]

## **282—27.4(272) Specific renewal requirements for the initial professional service license.**

**27.4(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**27.4(2)** If a person meets all requirements for the standard professional service license except for the requirements in paragraph 27.2(2) “b,” the initial professional service license may be renewed upon written request. A second renewal may be granted if the holder of the initial license has not met the requirements in paragraph 27.2(2) “b” and if the license holder can provide evidence of employment which will be acceptable for the experience requirement.

[ARC 8609B, IAB 3/10/10, effective 4/14/10]

## **282—27.5(272) Specific renewal requirements for the standard professional service license.**

**27.5(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth in rule 282—20.3(272).

**27.5(2)** Four units are needed for renewal. These units may be earned in any combination listed below:

*a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master’s, specialist’s, or doctor’s degree program.

*b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.

*c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.

*d.* One unit may be earned upon completion of each licensure renewal course or activity approved pursuant to guidelines established by the board of educational examiners.

[ARC 8609B, IAB 3/10/10, effective 4/14/10]

**282—27.6(272) Specific requirements for a Class B license.** A Class B license, which is valid for two years and which is nonrenewable, may be issued to an individual under the following conditions:

**27.6(1) Endorsement in progress.** The individual has a valid professional service license and one or more professional service endorsements, but is seeking to obtain some other professional service endorsement. A Class B license may be issued if requested by an employer and if the individual

seeking to obtain some other professional service endorsement has completed at least two-thirds of the requirements, or one-half of the content requirements in a state-designated shortage area, leading to completion of all requirements for the endorsement.

**27.6(2) Request for exception.** A school district administrator may file a written request with the board for an exception to the minimum content requirements on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request.

**27.6(3) Expiration.** This license will expire on June 30 of the fiscal year in which it was issued plus one year.

[ARC 8959B, IAB 7/28/10, effective 9/1/10]

**282—27.7(272) Timely renewal.** A license may only be renewed less than one year before it expires.

[ARC 9452B, IAB 4/6/11, effective 5/11/11]

These rules are intended to implement Iowa Code chapter 272.

[Filed ARC 7980B (Notice ARC 7743B, IAB 5/6/09), IAB 7/29/09, effective 9/2/09]

[Filed ARC 8609B (Notice ARC 8410B, IAB 12/30/09), IAB 3/10/10, effective 4/14/10]

[Filed ARC 8959B (Notice ARC 8689B, IAB 4/7/10), IAB 7/28/10, effective 9/1/10]

[Filed ARC 9074B (Notice ARC 8829B, IAB 6/2/10), IAB 9/8/10, effective 10/13/10]

[Filed ARC 9076B (Notice ARC 8831B, IAB 6/2/10), IAB 9/8/10, effective 10/13/10]

[Filed ARC 9452B (Notice ARC 9301B, IAB 12/29/10), IAB 4/6/11, effective 5/11/11]

[Filed ARC 1328C (Notice ARC 1236C, IAB 12/11/13), IAB 2/19/14, effective 3/26/14]

[Filed ARC 2016C (Notice ARC 1918C, IAB 3/18/15), IAB 6/10/15, effective 7/15/15]

[Filed ARC 2230C (Notice ARC 2130C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]



**TRANSPORTATION DEPARTMENT[761]**

Rules transferred from agency number [820] to [761] to conform with the reorganization numbering scheme in general IAC Supp. 6/3/87.

*GENERAL***CHAPTER 1****ORGANIZATION OF THE DEPARTMENT OF TRANSPORTATION**

- 1.1(307) Definitions
- 1.2(17A) Mission statement
- 1.3(17A) Location and business hours
- 1.4(17A) Information and forms
- 1.5(307) History
- 1.6(17A,307,307A) Commission
- 1.7(17A,307) Director of transportation
- 1.8(17A,307) Divisions

**CHAPTER 2****PROVISIONS APPLICABLE TO ALL RULES**

- 2.1(307) Definitions

**CHAPTER 3**

Reserved

**CHAPTER 4****PUBLIC RECORDS AND FAIR INFORMATION PRACTICES**

(Uniform Rules)

- 4.1(22,305) General provisions
- 4.2(22) Statement of policy and purpose
- 4.3(22) Access to records
- 4.4(22) Access to confidential records
- 4.5(22) Consent to release a confidential record to a third party
- 4.6(22) Requests for confidential treatment
- 4.7(22) Procedure by which additions, dissents, or objections may be entered into records
- 4.8(22) Notice to suppliers of information
- 4.9(22) Confidential records

**CHAPTERS 5 to 9**

Reserved

**CHAPTER 10****ADMINISTRATIVE RULES**

- 10.1(17A) General
- 10.2(17A) Rule making
- 10.3(17A) Petitions for rule making

**CHAPTER 11****WAIVER OF RULES**

- 11.1(17A) Purpose and scope
- 11.2(17A) Authority to grant waiver
- 11.3(17A) Criteria, considerations and limitations
- 11.4(17A) Decision on waiver
- 11.5(17A) Petition for waiver
- 11.6(17A) Action on petition
- 11.7(17A) Modification or cancellation of waiver
- 11.8(17A) Records

CHAPTER 12  
DECLARATORY ORDERS

12.1(17A)	Definitions
12.2(17A)	Petition for declaratory order
12.3(17A)	Notice of petition
12.4(17A)	Action on petition
12.5(17A)	Effect of a declaratory order

CHAPTER 13  
CONTESTED CASES

13.1(17A)	Definitions
13.2(17A)	Applicability
13.3(17A)	Initiation of contested case
13.4(17A)	Submission of request for informal settlement or hearing
13.5(17A)	Informal settlement
13.6(17A)	Contested case decision
13.7(17A)	Appeal
13.8(17A)	Motion for review
13.9(17A)	Rehearings
13.10(17A)	Maintenance of records
13.11(17A)	Use of legal assistants or paralegals
13.12(17A)	Communications
13.13(17A)	Default
13.14 to 13.19	Reserved
13.20(17A)	Additional procedures when the department is not a party

CHAPTERS 14 to 19  
Reserved

CHAPTER 20  
PROCUREMENT OF EQUIPMENT, MATERIALS, SUPPLIES AND SERVICES

20.1(307)	Scope of chapter
20.2(307)	Definitions
20.3(307)	Procurement policy
20.4(307)	Formal advertising procedures and requirements
20.5(307)	Limited solicitation of bids
20.6 and 20.7	Reserved
20.8(307)	Negotiation—architectural, landscape architectural, engineering and related professional and technical services

CHAPTERS 21 to 24  
Reserved

CHAPTER 25  
COMPETITION WITH PRIVATE ENTERPRISE

25.1(23A)	Interpretation
25.2(23A)	Exemptions

CHAPTER 26  
Reserved



CHAPTER 27  
INTEREST ON RETAINED FUNDS

27.1(573) Interest on retained funds

CHAPTER 28  
IOWA TRANSPORTATION MAP

28.1(307) Definition  
28.2(307) Information  
28.3(307) Policy

CHAPTERS 29 to 39  
Reserved

CHAPTER 40  
RECOVERY OF DAMAGES TO HIGHWAYS OR HIGHWAY STRUCTURES

40.1(321) Scope  
40.2(321) Definitions  
40.3(321) Information  
40.4(321) Accident scene  
40.5(321) Repair of facilities  
40.6(321) Recovery of damages

CHAPTERS 41 to 99  
Reserved

*HIGHWAYS*

CHAPTER 100  
Reserved

CHAPTER 101  
FARM-TO-MARKET REVIEW BOARD

101.1(306) Purpose  
101.2(306) Definitions  
101.3(306) Composition and membership of the farm-to-market review board  
101.4(306) Collection of system modification requests and frequency of meetings  
101.5(306) Procedure for requesting modifications to the farm-to-market road system  
101.6(306) Review criteria for determining eligibility for inclusion of additional roads into the farm-to-market road system  
101.7(306) Voting and approval of requested modifications  
101.8(306) Report of board decision to applicant county  
101.9(306) Reapplication for modification  
101.10(306) Judicial review  
101.11(306) Adoption and modification of rules  
101.12(306) Severability clause

CHAPTER 102  
SECONDARY ROAD FUND DISTRIBUTION COMMITTEE

102.1(312) Purpose  
102.2(312) Formulas  
102.3 and 102.4 Reserved  
102.5(312) Composition and membership of the secondary road fund distribution committee  
102.6(312) Terms of office and rotation of seats  
102.7(312) Committee meetings  
102.8 and 102.9 Reserved

- 102.10(312) Considerations for a new or modified distribution formula
- 102.11(312) Process for approval of a new or modified distribution formula
- 102.12(312) Judicial review
- 102.13(312) Severability clause

CHAPTERS 103 and 104  
Reserved

CHAPTER 105  
HOLIDAY REST STOPS

- 105.1(307) Purpose
- 105.2(307) General
- 105.3(321) Conditions
- 105.4(321) Holiday rest stops on interstate highways
- 105.5(307) Holiday rest stops on primary highways

CHAPTER 106  
PROMOTION OF IOWA AGRICULTURAL PRODUCTS AT REST AREAS

- 106.1(307) Purpose
- 106.2(307) Definitions
- 106.3(307) Information
- 106.4(307) Request
- 106.5(307) Time frame
- 106.6(307) Conditions
- 106.7(307) Site location

CHAPTERS 107 to 109  
Reserved

*RIGHT-OF-WAY AND ENVIRONMENT*

CHAPTER 110  
HIGHWAY PROJECT PLANNING

- 110.1(17A) Availability of information

CHAPTER 111  
REAL PROPERTY ACQUISITION AND RELOCATION ASSISTANCE

- 111.1(316) Acquisition and relocation assistance manual

CHAPTER 112  
PRIMARY ROAD ACCESS CONTROL

- 112.1(306A) General information
- 112.2(306A) Definitions
- 112.3(306A) General requirements for control of access
- 112.4(306A) General requirements for entrances where access rights have not been acquired
- 112.5(306A) Additional requirements for Type "A" entrances
- 112.6(306A) Drainage requirements
- 112.7(306A) Access to Priority I, II, III and IV highways
- 112.8(306A) Access to Priority V highways, rural areas
- 112.9(306A) Access to Priority V highways, fringe or built-up areas, and Priority VI highways, all areas
- 112.10 Reserved
- 112.11(306A) Policy on acquisition of access rights
- 112.12(306A) Policy on location of predetermined access locations

- 112.13(306A) Policy on special access connections where access rights have been previously acquired
- 112.14(306A) Recreational trail connections

## CHAPTERS 113 and 114

Reserved

## CHAPTER 115

## UTILITY ACCOMMODATION

- 115.1(306A) General information
- 115.2(306A) Definitions
- 115.3 Reserved
- 115.4(306A) General requirements for occupancy of the right-of-way
- 115.5(306A) General design provisions
- 115.6(306A) Scenic enhancement
- 115.7(306A) Liability
- 115.8(306A) Utility accommodation permit
- 115.9(306A) Traffic protection
- 115.10(306A) Construction responsibilities and procedures
- 115.11(306A) Vertical overhead clearance requirements
- 115.12(306A) Utility facility attachments to bridges
- 115.13(306A) Underground utility facilities
- 115.14(306A) Freeways
- 115.15(306A) Transverse installations on freeways
- 115.16(306A) Longitudinal installations on freeways
- 115.17(306A) Nonfreeway primary highways
- 115.18(306A) Longitudinal installations on nonfreeway primary highways
- 115.19(306A) Maintenance and emergency work
- 115.20(306A) Abandonment or removal of utility facilities
- 115.21 to 115.24 Reserved
- 115.25(306A) Utility facility adjustments for highway improvement projects
- 115.26(306A) Notice of project
- 115.27(306A) First plan submission, preliminary work plan and agreement
- 115.28(306A) Second plan submission, final work plan and permit application
- 115.29(306A) Notice of work
- 115.30(306A) Miscellaneous adjustment provisions

## CHAPTER 116

## JUNKYARD CONTROL

- 116.1(306C) Definitions
- 116.2(306C) Junkyards prohibited—exceptions
- 116.3(306C) Screening or removal
- 116.4(306C) Acquisition
- 116.5(306C) Screening
- 116.6(306C) Nuisance—injunction
- 116.7(17A) Hearings and appeals
- 116.8(306C) Contact information

## CHAPTER 117

## OUTDOOR ADVERTISING

- 117.1(306B,306C) Definitions
- 117.2(306B,306C) General provisions
- 117.3(306B,306C) General criteria

- 117.4(306B,306C) Interstate special provisions for on-premises signs
- 117.5(306B,306C) Location, size and spacing requirements
- 117.6(306C) Outdoor advertising permits and fees required
- 117.7(306C) Official signs and notices, public utility signs, and service club and religious notices
- 117.8(306B,306C) Removal procedures
- 117.9(306B,306C) Acquisition of advertising devices that have been issued provisional permits
- 117.15(306C) Development directory signing

#### CHAPTER 118 LOGO SIGNING

- 118.1(306C) Introduction
- 118.2(306C) Definitions
- 118.3(306C) Erection and location of specific service signs and placement of business signs
- 118.4(306C) Eligibility for placement of business signs on mainline specific service signs
- 118.5(306C) Application, drawing, and fees
- 118.6(306C) Business sign blank specifications
- 118.7(306C) Business sign face specifications
- 118.8(306C) RV symbol

#### CHAPTER 119 TOURIST-ORIENTED DIRECTIONAL SIGNING

- 119.1(321) Definitions
- 119.2(321) General
- 119.3(321) General eligibility requirements for an activity or site
- 119.4(321) Specific eligibility requirements for the type of activity or site
- 119.5(321) Application and approval procedure
- 119.6(321) Installation, maintenance, replacement and removal

#### CHAPTER 120 PRIVATE DIRECTIONAL SIGNING

- 120.1(306C) Definitions
- 120.2(306C,657) General requirements
- 120.3(306C) Size requirements
- 120.4(306C) Lighting requirements
- 120.5(306C) Spacing and location requirements
- 120.6(306C) Message content
- 120.7(306C) Eligibility for private directional signs
- 120.8(306C) Application and approval procedures
- 120.9(306C) Fees
- 120.10(306C) Erection and maintenance

#### CHAPTER 121 ADOPT-A-HIGHWAY PROGRAM

- 121.1(307) Purpose
- 121.2(307) Information and location
- 121.3(307) Program guidelines
- 121.4(307) Sponsors
- 121.5(307) Eligible activities
- 121.6(307) Procedure

#### CHAPTER 122 Reserved

CHAPTER 123  
REST AREA SPONSORSHIP PROGRAM

- 123.1(307) Introduction and purpose
- 123.2(307) Contact information
- 123.3(307) Definitions
- 123.4(307) General provisions
- 123.5(307) Sponsorship agreements
- 123.6(307) Acknowledgment sign criteria

CHAPTER 124  
HIGHWAY HELPER SPONSORSHIP PROGRAM

- 124.1(307) Introduction and purpose
- 124.2(307) Contact information
- 124.3(307) Definitions
- 124.4(307) General provisions
- 124.5(307) Sponsorship agreements
- 124.6(307) Acknowledgment sign criteria

*CONSTRUCTION*

CHAPTER 125  
GENERAL REQUIREMENTS AND COVENANTS FOR HIGHWAY  
AND BRIDGE CONSTRUCTION

- 125.1(307A) Standard specifications
- 125.2 Reserved
- 125.3(307A) Availability of specifications

CHAPTERS 126 to 129  
Reserved

*TRAFFIC OPERATIONS*

CHAPTER 130  
SIGNING MANUAL

- 130.1(321) Manual

CHAPTER 131  
SIGNING ON PRIMARY HIGHWAYS

- 131.1(321) Destination signs at an intersection
- 131.2(321) Erection of signs for numbered business routes
- 131.3(321) Erection of signs for schools
- 131.4(321) Erection of camping service signs on interstate highways
- 131.5(321) Erection of signs for sanitary landfills
- 131.6(321) Erection of signs for special events
- 131.7(321) Erection of signs for organized off-highway camps
- 131.8(321) Erection of signs for county conservation parks
- 131.9(321) Erection of no parking signs
- 131.10(321) Signing for named routes and memorial bridges
- 131.11 to 131.14 Reserved
- 131.15(321) Information and address

CHAPTER 132  
IOWA SCENIC BYWAY PROGRAM

- 132.1(306D) Purpose, overview and information
- 132.2(306D) Definition

132.3(306D)	Designations
132.4(306D)	General requirements
132.5(306D)	Application and approval process
132.6(306D)	Reevaluation
132.7(306D)	Promotional and tourism efforts

## CHAPTERS 133 to 135

Reserved

## CHAPTER 136

## LIGHTING

136.1(319)	Lighting of primary-secondary intersections
136.2(319)	Destination lighting
136.3 to 136.5	Reserved
136.6(306)	Warrants and design requirements for lighting

## CHAPTERS 137 to 139

Reserved

## CHAPTER 140

TRAFFIC SIGNALS AND BEACONS  
ON PRIMARY ROADS

140.1(321)	Erection of traffic signals and beacons on primary highways
------------	---

## CHAPTER 141

Reserved

## CHAPTER 142

## SPEED ZONING ON PRIMARY HIGHWAYS

142.1(321)	Adjustment of speed zones on primary highways
------------	---

## CHAPTER 143

## TRAFFIC SIGNAL SYNCHRONIZATION

143.1(364)	Definitions
143.2(364)	Applicability
143.3	Reserved
143.4(364)	Required synchronization

## CHAPTER 144

## AUTOMATED TRAFFIC ENFORCEMENT ON THE PRIMARY ROAD SYSTEM

144.1(307)	Purpose
144.2(307)	Contact information
144.3(307)	Definitions
144.4(307)	Overview
144.5(307)	Automated traffic enforcement system request
144.6(306,307,318,321)	Minimum requirements for automated traffic enforcement systems
144.7(307)	Evaluation and reporting
144.8(307)	Continued use of automated traffic enforcement system
144.9(307)	Appeal process

## CHAPTERS 145 to 149

Reserved

*PRIMARY ROAD EXTENSIONS*

## CHAPTER 150

## IMPROVEMENTS AND MAINTENANCE ON PRIMARY ROAD EXTENSIONS

- 150.1(306) Definitions
- 150.2(306) Improvements and maintenance on extensions of freeways
- 150.3(306) Improvements and maintenance on extensions of nonfreeway primary highways
- 150.4(306) General requirements for primary road extensions

## CHAPTER 151

CITY REQUESTS FOR CLOSURE OF  
PRIMARY ROAD EXTENSIONS

- 151.1(321) Closing primary road extensions

## CHAPTERS 152 to 159

## Reserved

*SPECIAL HIGHWAY PROGRAMS*

## CHAPTER 160

## COUNTY AND CITY BRIDGE CONSTRUCTION FUNDS

- 160.1(312) Source of funds
- 160.2(312) Administration of funds

## CHAPTER 161

FEDERAL-AID HIGHWAY BRIDGE REPLACEMENT  
AND REHABILITATION PROGRAM

- 161.1(307) Source of funds
- 161.2(307) Administration of funds

## CHAPTER 162

## Reserved

## CHAPTER 163

## RISE PROGRAM

- 163.1(315) Definitions
- 163.2(315) Purpose of RISE program
- 163.3(315) Administration of RISE program
- 163.4(315) Source, allocation, and use of RISE funds
- 163.5(315) Project financing and funding shares
- 163.6(315) Eligibility of applicants and joint applications
- 163.7(315) Project activities eligible and ineligible for RISE funds
- 163.8(315) Immediate opportunity projects
- 163.9(315) Local development projects
- 163.10 Reserved
- 163.11(315) Project administration

## CHAPTER 164

## TRAFFIC SAFETY IMPROVEMENT PROGRAM

- 164.1(312) Definitions
- 164.2(312) Information and forms
- 164.3(312) Program administration
- 164.4(312) Applicant eligibility
- 164.5(312) Project eligibility
- 164.6(312) Eligible project costs

164.7(312)	Ineligible project costs
164.8(312)	Applications
164.9(312)	Processing the application
164.10(312)	Project agreement

#### CHAPTER 165 RECREATIONAL TRAILS PROGRAM

165.1(312)	Definitions
165.2(312)	Information and forms
165.3 and 165.4	Reserved
165.5(312)	Program administration
165.6 to 165.8	Reserved
165.9(312)	Applicant eligibility
165.10 and 165.11	Reserved
165.12(312)	Project eligibility
165.13 and 165.14	Reserved
165.15(312)	Eligible project costs
165.16	Reserved
165.17(312)	Ineligible project costs
165.18	Reserved
165.19(312)	Advance eligibility waivers
165.20 and 165.21	Reserved
165.22(312)	Application
165.23(312)	Application procedure
165.24 and 165.25	Reserved
165.26(312)	Evaluation and approval
165.27 to 165.29	Reserved
165.30(312)	Project agreement
165.31 and 165.32	Reserved
165.33(312)	Noncompliance

#### CHAPTERS 166 to 169 Reserved

#### *LOCAL SYSTEMS*

#### CHAPTER 170 ALLOCATION OF FARM-TO-MARKET ROAD FUNDS

170.1(310)	Temporary allocation
------------	----------------------

#### CHAPTER 171 Reserved

#### CHAPTER 172 AVAILABILITY OF INSTRUCTIONAL MEMORANDUMS TO COUNTY ENGINEERS

172.1(307A)	Instructional memorandums to county engineers
-------------	---

#### CHAPTER 173 PREPARATION OF SECONDARY ROAD CONSTRUCTION PROGRAMS, BUDGETS, AND COUNTY ENGINEERS' ANNUAL REPORTS

173.1(309)	County construction program
173.2(309)	County secondary road budget



- 173.3(309) County engineer's annual report
- 173.4(309) Contact information

#### CHAPTER 174

##### REIMBURSABLE SERVICES AND SUPPLIES

- 174.1(307) Contact information
- 174.2(307) Reimbursable services and supplies

#### CHAPTERS 175 to 177

Reserved

#### CHAPTER 178

##### PROJECT COST REPORTING REQUIREMENTS FOR CITIES AND COUNTIES

- 178.1(314) Purpose
- 178.2(314) Contact information
- 178.3(314) Definitions
- 178.4(314) Detailed instructions furnished to cities and counties
- 178.5(314) Project reporting

#### CHAPTER 179

Reserved

#### CHAPTER 180

##### PUBLIC IMPROVEMENT QUOTATION PROCESS FOR GOVERNMENTAL ENTITIES

- 180.1(314) Purpose
- 180.2(314) Contact information
- 180.3(314) Definitions
- 180.4(314) Types of projects
- 180.5(314) Solicitation of quotations
- 180.6(314) Submission of competitive quotation by governmental entity
- 180.7(314) Form and content of competitive quotations
- 180.8(314) Evaluation of competitive quotations
- 180.9(314) Award of contract and subsequent procedures
- 180.10(314) Retained funds

#### CHAPTER 181

##### STATEWIDE STANDARD FOR PERMITTING CERTAIN IMPLEMENTS OF HUSBANDRY

- 181.1(321) Statewide standard

#### CHAPTERS 182 to 200

Reserved

#### INTERMODAL

#### CHAPTER 201

##### INTERMODAL PILOT PROJECT PROGRAM

- 201.1(473) General information
- 201.2(473) Definitions
- 201.3(473) Eligibility
- 201.4(473) Financial assistance
- 201.5(473) Application procedure
- 201.6(473) Staff analysis
- 201.7(473) Staff recommendation

201.8(473)	Commission action
201.9(473)	Contract preparation and execution
201.10(473)	Monitoring

## CHAPTERS 202 to 399

Reserved

*VEHICLES*

## CHAPTER 400

## VEHICLE REGISTRATION AND CERTIFICATE OF TITLE

400.1(321)	Definitions
400.2(321)	Vehicle registration and certificate of title—general provisions
400.3(321)	Application for certificate of title or registration for a vehicle
400.4(321)	Supporting documents required
400.5(321)	Where to apply for registration or certificate of title
400.6(17A)	Addresses, information and forms
400.7(321)	Information appearing on title or registration
400.8(321)	Release form for cancellation of security interest
400.9	Reserved
400.10(321)	Assignment of security interest
400.11(321)	Sheriff's levy, restitution lien, and forfeiture lien noted as security interests
400.12(321)	Replacement certificate of title
400.13(321)	Bond required before title issued
400.14(321)	Transfer of ownership
400.15(321)	Cancellation of a certificate of title
400.16(321)	Application for certificate of title or original registration for a specially constructed, reconstructed, street rod or replica motor vehicle
400.17 and 400.18	Reserved
400.19(321)	Temporary use of vehicle without plates or registration card
400.20(321)	Registration of motor vehicle weighing 55,000 pounds or more
400.21(321)	Registration of vehicles on a restricted basis
400.22(321)	Transfers of ownership by operation of law
400.23(321)	Junked vehicle
400.24(321)	New vehicle registration fee
400.25(321)	Fees established by the department
400.26(321)	Anatomical gift
400.27(321,322)	Vehicles held for resale or trade by dealers
400.28(321)	Special trucks
400.29	Reserved
400.30(321)	Registration of vehicles registered in another state or country
400.31	Reserved
400.32(321)	Vehicles owned by nonresident members of the armed services
400.33 and 400.34	Reserved
400.35(321)	Registration of vehicles equipped for persons with disabilities
400.36(321)	Land and water-type travel trailers registration fee
400.37(321)	Motorcycle primarily designed or converted to transport property
400.38	Reserved
400.39(321)	Conversion of motor vehicles
400.40(321)	Manufactured or mobile home converted to or from real property
400.41	Reserved
400.42(321)	Church bus registration fee
400.43(321)	Storage of vehicles

400.44(321)	Penalty on registration fees
400.45(321)	Suspension, revocation or denial of registration
400.46(321)	Termination of suspension of registration
400.47(321)	Raw farm products
400.48 and 400.49	Reserved
400.50(321,326)	Refund of registration fees
400.51(321)	Assigned identification numbers
400.52(321)	Odometer statement
400.53(321)	Stickers
400.54(321)	Registration card issued for trailer-type vehicles
400.55(321)	Damage disclosure statement
400.56(321)	Hearings
400.57	Reserved
400.58(321)	Motorized bicycles
400.59(321)	Registration documents lost or damaged in transit through the United States postal service
400.60(321)	Credit of registration fees
400.61(321)	Reassignment of registration plates
400.62(321)	Storage of registration plates, certificate of title forms and registration forms
400.63(321)	Disposal of surrendered registration plates
400.64(321)	County treasurer's report of motor vehicle collections and funds
400.65 to 400.69	Reserved
400.70(321)	Removal of registration and plates by peace officer under financial liability coverage law

#### CHAPTER 401 SPECIAL REGISTRATION PLATES

401.1(321)	Definition
401.2(321)	Application, issuance and renewal
401.3	Reserved
401.4(321)	Gift certificates
401.5(321)	Amateur radio call letter plates
401.6(321)	Personalized plates
401.7(321)	Collegiate plates
401.8(321)	Medal of Honor plates
401.9(321)	Firefighter plates
401.10(321)	Emergency medical services plates
401.11(321)	Natural resources plates
401.12	Reserved
401.13(321)	Disabled veteran plates
401.14	Reserved
401.15(321)	Processed emblem application and approval process
401.16(321)	Special plates with processed emblems—general
401.17(321)	State agency-sponsored processed emblem plates
401.18(321)	Combat infantryman badge, combat action badge, combat action ribbon, air force combat action medal, combat medical badge, fallen peace officers and civil war sesquicentennial plates
401.19(321)	Legion of Merit plates
401.20(321)	Persons with disabilities plates
401.21(321)	Ex-prisoner of war plates
401.22(321)	National guard plates
401.23(321)	Pearl Harbor plates

401.24(321)	Purple Heart, Silver Star and Bronze Star plates
401.25(321)	U.S. armed forces retired plates
401.26 to 401.30	Reserved
401.31(321)	Veteran plates
401.32(321)	Surrender of plates
401.33(321)	Validation fees
401.34(321)	Reassignment of plates
401.35(321)	Revocation of special registration plates
401.36(321)	Refund of fees

CHAPTERS 402 to 404  
Reserved

CHAPTER 405  
SALVAGE

405.1(321)	Applicability
405.2(321)	Definitions
405.3(321)	Salvage title
405.4 and 405.5	Reserved
405.6(321)	Iowa salvage title required
405.7(321)	Converting salvage title to regular title
405.8(321)	Foreign vehicles
405.9(321)	Records check
405.10(321)	Designations
405.11 to 405.14	Reserved
405.15(321)	Salvage theft examination

CHAPTERS 406 to 409  
Reserved

CHAPTER 410  
SPECIAL MOBILE EQUIPMENT

410.1(321)	General
410.2(321E)	Special mobile equipment transported on a registered vehicle

CHAPTER 411  
PERSONS WITH DISABILITIES PARKING PERMITS

411.1(321L)	Administration
411.2(321L)	Application for persons with disabilities parking permit
411.3(321L)	Removable windshield placards
411.4(321L)	Persons with disabilities special registration plate parking stickers
411.5(321L)	Persons with disabilities special registration plates
411.6	Reserved
411.7(321L)	Revocation
411.8(321L)	Return of parking permit

CHAPTERS 412 to 414  
Reserved

CHAPTER 415  
DRIVER'S PRIVACY PROTECTION—CERTIFICATES  
OF TITLE AND VEHICLE REGISTRATION

415.1(321)	Applicability
415.2(321)	Adoption

- 415.3(321) Definitions
- 415.4(321) Requirements and procedures

CHAPTERS 416 to 423  
Reserved

CHAPTER 424  
TRANSPORTER PLATES

- 424.1(321) General
- 424.2 and 424.3 Reserved
- 424.4(321) Transporter plates

CHAPTER 425  
MOTOR VEHICLE AND TRAVEL TRAILER DEALERS,  
MANUFACTURERS, DISTRIBUTORS AND WHOLESALERS

- 425.1(322) Introduction
- 425.2 Reserved
- 425.3(322) Definitions
- 425.4 to 425.9 Reserved
- 425.10(322) Application for dealer's license
- 425.11 Reserved
- 425.12(322) Motor vehicle dealer's place of business
- 425.13 Reserved
- 425.14(322) Travel trailer dealer's place of business
- 425.15 and 425.16 Reserved
- 425.17(322) Extension lot license
- 425.18(322) Supplemental statement of changes
- 425.19 Reserved
- 425.20(322) Fleet vehicle sales and retail auction sales
- 425.21 to 425.23 Reserved
- 425.24(322) Miscellaneous requirements
- 425.25 Reserved
- 425.26(322) Fairs, shows and exhibitions
- 425.27 and 425.28 Reserved
- 425.29(322) Classic car permit
- 425.30(322) Motor truck display permit
- 425.31(322) Firefighting and rescue show permit
- 425.32 to 425.39 Reserved
- 425.40(322) Salespersons of dealers
- 425.41 to 425.49 Reserved
- 425.50(322) Manufacturers, distributors, and wholesalers
- 425.51 and 425.52 Reserved
- 425.53(322) Wholesaler's financial liability coverage
- 425.54 to 425.59 Reserved
- 425.60(322) Right of inspection
- 425.61 Reserved
- 425.62(322) Denial, suspension or revocation
- 425.63 to 425.69 Reserved
- 425.70(321) Dealer plates
- 425.71 Reserved
- 425.72(321) Demonstration permits

## CHAPTERS 426 to 429

Reserved

## CHAPTER 430

## MOTOR VEHICLE LEASING LICENSES

430.1(321F)	General
430.2(321F)	Application
430.3(321F)	Supplemental statements
430.4(321F)	Separate licenses required

## CHAPTER 431

## VEHICLE RECYCLERS

431.1(321H)	General
431.2(321H)	Criteria for a vehicle recycler license
431.3(321H)	Application
431.4(321H)	Firm name
431.5(321H)	Denial, suspension or revocation of license
431.6(321)	Right of inspection

## CHAPTERS 432 to 449

Reserved

## CHAPTER 450

## MOTOR VEHICLE EQUIPMENT

450.1	Reserved
450.2(321)	Equipment requirements for specially constructed, reconstructed, street rod, and replica motor vehicles, other than motorcycles and motorized bicycles
450.3(321)	Mud and snow tire
450.4(321)	Minimum requirements for constructing and equipping specially constructed or reconstructed motorcycles or motorized bicycles
450.5	Reserved
450.6(321)	Safety requirements for the movement of implements of husbandry on a roadway
450.7(321)	Front windshields, windows or sidewings

## CHAPTER 451

## EMERGENCY VEHICLE PERMITS

451.1(321)	Information
451.2(321)	Authorized emergency vehicle certificate

## CHAPTER 452

## REFLECTIVE DEVICES ON SLOW-MOVING VEHICLES

452.1 and 452.2	Reserved
452.3(321)	Alternative reflective device

## CHAPTER 453

Reserved

## CHAPTER 454

## TOWING WRECKED OR DISABLED VEHICLES

454.1(321)	Definitions
------------	-------------

## CHAPTERS 455 to 479

Reserved

CHAPTER 480  
ABANDONED VEHICLES

480.1(321)	Definitions
480.2(321)	Location
480.3(321)	General requirements
480.4(321)	Abandoned vehicle report
480.5(321)	Time limits

CHAPTERS 481 to 499  
Reserved

*MOTOR CARRIERS*

CHAPTER 500  
INTERSTATE REGISTRATION AND OPERATION OF VEHICLES

500.1(326)	Definitions
500.2(17A,326)	General information
500.3(17A,326)	Waiver of rules
500.4(326)	Renewal for IRP registration
500.5(321)	Deadline for placing a vehicle in storage
500.6(321,326)	Penalty for late filing of renewal
500.7(326)	IRP payment methods
500.8(326)	IRP plate
500.9(326)	Fleet additions and temporary authority
500.10(326)	Fleet deletions
500.11(326)	Voluntary cancellation of registration
500.12(326)	Policy on registration credit
500.13(326)	Penalty for late filing of vehicle schedule
500.14(326)	Renewal and vehicle schedule late payment penalty
500.15(321)	Deadline for payment of first-half fee
500.16(321,326)	Second-half late payment penalty
500.17(326)	Duplicate credentials
500.18(326)	Suspension for nonpayment of registration fees
500.19(326)	Suspension of registration if payment is dishonored by a financial institution
500.20(326)	Making claim for refund
500.21(326)	Registration expiration and enforcement dates
500.22(326)	Registration of vehicles with non-Iowa titles
500.23(326)	Record retention
500.24(326)	Trip permits
500.25(326)	Electronic information

CHAPTERS 501 to 504  
Reserved

CHAPTER 505  
INTERSTATE MOTOR VEHICLE FUEL LICENSES AND PERMITS

505.1(452A)	Definitions
505.2(452A)	General information
505.3(452A)	General stipulations
505.4(452A)	Quarterly reports
505.5(452A)	Audits—required reports
505.6(452A)	Hearings

## CHAPTERS 506 to 510

Reserved

## CHAPTER 511

SPECIAL PERMITS FOR OPERATION AND MOVEMENT OF  
VEHICLES AND LOADS OF EXCESS SIZE AND WEIGHT

- 511.1(321E) Definitions
- 511.2(321E) Location and general information
- 511.3(321E) Movement under permit
- 511.4(321E) Permits
- 511.5(321,321E) Fees and charges
- 511.6(321E) Insurance and bonds
- 511.7(321,321E) Annual permits
- 511.8(321,321E) Annual oversize/overweight permits
- 511.9(321,321E) All-systems permits
- 511.10(321,321E) Multitrip permits
- 511.11(321,321E) Single-trip permits
- 511.12(321,321E) Maximum axle weights and maximum gross weights for vehicles and loads moved under permit
- 511.13(321,321E) Movement of vehicles with divisible loads exceeding statutory size or weight limits
- 511.14(321E) Towing units
- 511.15(321E) Escorting
- 511.16(321,321E) Permit violations

## CHAPTER 512

Reserved

## CHAPTER 513

## COMPACTED RUBBISH VEHICLE PERMITS

- 513.1(321) Definitions
- 513.2(321) General stipulations
- 513.3(321) Application
- 513.4(321) Replacement permit
- 513.5(321) Permit violations

## CHAPTERS 514 to 519

Reserved

## CHAPTER 520

## REGULATIONS APPLICABLE TO CARRIERS

- 520.1(321) Safety and hazardous materials regulations
- 520.2(321) Definitions
- 520.3(321) Motor carrier safety regulations exemptions
- 520.4(321) Hazardous materials exemptions
- 520.5(321) Safety fitness
- 520.6(321) Out-of-service order
- 520.7(321) Driver's statement
- 520.8(321) Planting and harvesting periods

## CHAPTERS 521 to 523

Reserved



## CHAPTER 524

## FOR-HIRE INTRASTATE MOTOR CARRIER AUTHORITY

524.1(325A)	Purpose and applicability
524.2(325A)	General information
524.3(325A)	Applications and supporting documents
524.4(325A)	Issuance of credentials
524.5(325A)	Duplicate motor carrier permit or motor carrier certificate
524.6(325A)	Amendment to a motor carrier permit or certificate
524.7(325A)	Insurance—suspension
524.8(325A)	Self-insurance for motor carriers of passengers
524.9(325A)	Safety self-certification
524.10(325A)	Financial statement
524.11(325A)	Safety education seminar
524.12(325A)	Marking of motor vehicles
524.13(325A)	Bills of lading or freight receipts
524.14(325A)	Lease of a vehicle
524.15(325A)	Tariffs
524.16	Reserved
524.17(325A)	Suspension, revocation or reinstatement
524.18(325A)	Hearings

## CHAPTERS 525 to 528

Reserved

## CHAPTER 529

## FOR-HIRE INTERSTATE MOTOR CARRIER AUTHORITY

529.1(327B)	Motor carrier regulations
529.2(327B)	Registering interstate authority in Iowa
529.3(327B)	Waiver of rules

## CHAPTERS 530 to 599

Reserved

*DRIVER LICENSES*

## CHAPTER 600

## GENERAL INFORMATION

600.1(321)	Definitions
600.2(17A)	Information and location
600.3(321)	Persons exempt
600.4(252J,261,321)	Persons not to be licensed
600.5 to 600.15	Reserved
600.16(321)	Seat belt exemptions

## CHAPTER 601

## APPLICATION FOR LICENSE

601.1(321)	Application for license
601.2(321)	Surrender of license and nonoperator's identification card
601.3 and 601.4	Reserved
601.5(321)	Proofs submitted with application
601.6(321)	Parental consent
601.7(321)	REAL ID driver's license

CHAPTER 602  
CLASSES OF DRIVER'S LICENSES

602.1(321)	Driver's licenses
602.2(321)	Information and forms
602.3	Reserved
602.4(321)	Definitions of immediate family
602.5 to 602.10	Reserved
602.11(321)	Class C noncommercial driver's license
602.12(321)	Class D noncommercial driver's license (chauffeur)
602.13(321)	Class M noncommercial driver's license (motorcycle)
602.14(321)	Transition from five-year to eight-year licenses
602.15(321)	Minor's restricted license
602.16	Reserved
602.17(321)	Minor's school license
602.18(321)	Motorcycle instruction permit
602.19(321)	Noncommercial instruction permit
602.20	Reserved
602.21(321)	Special noncommercial instruction permit
602.22	Reserved
602.23(321)	Chauffeur's instruction permit
602.24(321)	Motorized bicycle license
602.25(321)	Minor's restricted license
602.26(321)	Minor's school license

CHAPTER 603  
Reserved

CHAPTER 604  
LICENSE EXAMINATION

604.1(321)	Authority and scope
604.2(321)	Definitions
604.3(17A)	Information and forms
604.4 to 604.6	Reserved
604.7(321)	Examination
604.8 and 604.9	Reserved
604.10(321)	Vision screening
604.11(321)	Vision standards
604.12(321)	Vision referrals
604.13(321)	Vision screening results
604.14 to 604.19	Reserved
604.20(321)	Knowledge test
604.21(321)	Knowledge test requirements and waivers
604.22(321)	Knowledge test results
604.23 to 604.29	Reserved
604.30(321)	Driving test
604.31(321)	Driving test requirements and waivers for noncommercial driver's licenses
604.32 to 604.34	Reserved
604.35(321)	Determination of gross vehicle weight rating
604.36 to 604.39	Reserved
604.40(321)	Failure to pass examination
604.41 to 604.44	Reserved
604.45(321)	Reinstatement

604.46 to 604.49 Reserved  
604.50(321) Special reexaminations

CHAPTER 605  
LICENSE ISSUANCE

605.1(321) Scope  
605.2(321) Contents of license  
605.3(321) License class  
605.4(321) Endorsements  
605.5(321) Restrictions  
605.6(321) License term for temporary foreign national  
605.7 and 605.8 Reserved  
605.9(321) Fees for driver's licenses  
605.10 Reserved  
605.11(321) Duplicate license  
605.12(321) Address changes  
605.13 and 605.14 Reserved  
605.15(321) License extension  
605.16(321) Military extension  
605.17 to 605.19 Reserved  
605.20(321) Fee adjustment for upgrading license  
605.21 to 605.24 Reserved  
605.25(321) License renewal

CHAPTER 606  
Reserved

CHAPTER 607  
COMMERCIAL DRIVER LICENSING

607.1(321) Scope  
607.2(17A) Information  
607.3(321) Definitions  
607.4 and 607.5 Reserved  
607.6(321) Exemptions  
607.7(321) Records  
607.8 and 607.9 Reserved  
607.10(321) Adoption of federal regulations  
607.11 to 607.14 Reserved  
607.15(321) Application  
607.16(321) Commercial driver's license (CDL)  
607.17(321) Endorsements  
607.18(321) Restrictions  
607.19 Reserved  
607.20(321) Commercial learner's permit  
607.21 to 607.24 Reserved  
607.25(321) Examination for a commercial driver's license  
607.26(321) Vision screening  
607.27(321) Knowledge tests  
607.28(321) Skills test  
607.29 and 607.30 Reserved  
607.31(321) Test results  
607.32 to 607.34 Reserved  
607.35(321) Issuance of commercial driver's license and commercial learner's permit

607.36	Reserved
607.37(321)	Commercial driver's license renewal
607.38(321)	Transfers from another state
607.39(321)	Disqualification
607.40(321)	Sanctions
607.41 to 607.44	Reserved
607.45(321)	Reinstatement
607.46 to 607.48	Reserved
607.49(321)	Restricted commercial driver's license
607.50(321)	Self-certification of type of driving and submission of medical examiner's certificate
607.51(321)	Determination of gross vehicle weight rating

## CHAPTERS 608 and 609

Reserved

## CHAPTER 610

RELEASE OF COMPUTERIZED DRIVER'S LICENSE  
AND NONOPERATOR'S IDENTIFICATION CARD RECORDS

610.1(321)	Applicability
610.2(321)	Definitions
610.3(321)	Copying files to computer tape cartridges
610.4(321,321A)	Certified abstract of operating records

## CHAPTER 611

DRIVER'S PRIVACY PROTECTION—DRIVER'S LICENSE  
AND NONOPERATOR'S IDENTIFICATION CARD

611.1(321)	Applicability
611.2(321)	Adoption
611.3(321)	Definitions
611.4(321)	Requirements and procedures

## CHAPTERS 612 to 614

Reserved

## CHAPTER 615

## SANCTIONS

615.1(321)	Definitions
615.2(321)	Scope
615.3(17A)	Information and address
615.4(321)	Denial for incapability
615.5 and 615.6	Reserved
615.7(321)	Cancellations
615.8	Reserved
615.9(321)	Habitual offender
615.10	Reserved
615.11(321)	Periods of suspension
615.12(321)	Suspension of a habitually reckless or negligent driver
615.13(321)	Suspension of a habitual violator
615.14(321)	Suspension for incapability
615.15(321)	Suspension for unlawful use of a license
615.16(321)	Suspension for out-of-state offense
615.17(321)	Suspension for a serious violation

615.18(321)	Suspension under the nonresident violator compact
615.19(321)	Suspension for a charge of vehicular homicide
615.20(321)	Suspension for moving violation during probation
615.21(321)	Suspension of a minor's school license and minor's restricted license
615.22(321)	Suspension for nonpayment of fine, penalty, surcharge or court costs
615.23(321)	Suspensions for juveniles
615.24(252J,261)	Suspension upon receipt of a certificate of noncompliance
615.25	Reserved
615.26(321)	Suspension or revocation for violation of a license restriction
615.27 and 615.28	Reserved
615.29(321)	Mandatory revocation
615.30(321)	Revocation for out-of-state offense
615.31	Reserved
615.32(321)	Extension of revocation period
615.33(321)	Revocation of a minor's license
615.34 and 615.35	Reserved
615.36(321)	Effective date of suspension, revocation, disqualification or bar
615.37(321)	Service of notice
615.38(17A,321)	Hearing and appeal process
615.39(321)	Surrender of license
615.40(321)	License reinstatement or reissue
615.41	Reserved
615.42(321)	Remedial driver improvement action under Iowa Code section 321.180B
615.43(321)	Driver improvement program
615.44(321)	Driver improvement interview
615.45(321)	Temporary restricted license (work permit)

## CHAPTERS 616 to 619

Reserved

## CHAPTER 620

## OWI AND IMPLIED CONSENT

620.1	Reserved
620.2(321J)	Information and location
620.3(321J)	Issuance of temporary restricted license
620.4(321J)	Hearings and appeals
620.5(321J)	Reinstatement
620.6(321J)	Issuance of temporary restricted license after revocation period has expired
620.7 to 620.9	Reserved
620.10(321J)	Revocation for deferred judgment
620.11 to 620.14	Reserved
620.15(321J)	Substance abuse evaluation and treatment or rehabilitation services
620.16(321J)	Drinking drivers course

## CHAPTERS 621 to 624

Reserved

## CHAPTER 625

DRIVER'S LICENSES FOR UNDERCOVER  
LAW ENFORCEMENT OFFICERS

625.1(321)	Purpose
625.2(321)	Application
625.3(321)	Issuance

625.4(321)	Renewal not permitted
625.5(321)	Cancellation
625.6(321)	Records

## CHAPTERS 626 to 629

Reserved

## CHAPTER 630

## NONOPERATOR'S IDENTIFICATION

630.1(321)	General information
630.2(321)	Application and issuance
630.3(321)	Duplicate card
630.4(321)	Cancellation

## CHAPTERS 631 to 633

Reserved

## CHAPTER 634

## DRIVER EDUCATION

634.1(321)	Information and location
634.2(321)	Definition
634.3	Reserved
634.4(321)	Driver education course standards and requirements
634.5	Reserved
634.6(321)	Teacher qualifications
634.7(321)	Behind-the-wheel instructor's certification
634.8(321)	Private and commercial driver education schools
634.9 and 634.10	Reserved
634.11(321)	Driver education—teaching parent

## CHAPTER 635

## MOTORCYCLE RIDER EDUCATION (MRE)

635.1(321)	Definitions
635.2(321)	Approved course in motorcycle rider education
635.3(321)	Instructors
635.4(321)	Responsibilities of sponsors
635.5(321)	Use of motorcycle rider education fund
635.6(321)	Information and location
635.7(321)	License issuance

## CHAPTER 636

## MOTORIZED BICYCLE RIDER EDUCATION

636.1(321)	Information and location
636.2(321)	Definitions
636.3	Reserved
636.4(321)	Agencies or institutions
636.5(321)	Private or commercial sponsors
636.6	Reserved
636.7(321)	Course requirements
636.8(321)	Teacher qualifications
636.9(321)	Evaluation

## CHAPTERS 637 to 639

Reserved

CHAPTER 640  
FINANCIAL RESPONSIBILITY

640.1(321A)	General provisions
640.2(321A)	Hearing and appeal process
640.3(321A)	Accident reporting requirements
640.4(321A)	Security required following accident
640.5(321A)	Judgments
640.6(321A)	Proof of financial responsibility for the future
640.7(321A)	Transfer of suspended registration

CHAPTER 641  
FINANCIAL LIABILITY COVERAGE CARDS

641.1(321)	Purpose and applicability
641.2(321)	Definitions
641.3(321)	Content of financial liability coverage card
641.4(321)	Responsibilities of insurer
641.5(321)	Acquisition of additional or replacement motor vehicles
641.6(321)	New policies

CHAPTERS 642 to 699  
Reserved

*AERONAUTICS*

CHAPTER 700  
AERONAUTICS ADMINISTRATION

700.1(328)	Definitions
700.2(17A)	Information and forms
700.3(17A)	Hearing and appeal process

CHAPTERS 701 to 709  
Reserved

CHAPTER 710  
AIRPORT IMPROVEMENT PROGRAM

710.1(328)	Purpose
710.2(328)	Definitions
710.3(17A)	Information and forms
710.4(330)	Federal airport improvement funds
710.5(328)	State airport improvement funds

CHAPTERS 711 to 714  
Reserved

CHAPTER 715  
AIR SERVICE DEVELOPMENT PROGRAM

715.1(328)	Purpose
715.2(328)	Definitions
715.3(328)	Eligibility and funding
715.4(328)	Eligible project activities
715.5	Reserved
715.6(328)	Project selection criteria
715.7(328)	Application
715.8(328)	Project administration

CHAPTER 716  
COMMERCIAL SERVICE VERTICAL INFRASTRUCTURE PROGRAM

716.1(328)	Purpose
716.2(328)	Definitions
716.3(328)	Information and forms
716.4(328)	Eligible airports
716.5(328)	Eligible project activities
716.6	Reserved
716.7(328)	Project application and review
716.8(328)	Project administration

CHAPTER 717  
GENERAL AVIATION VERTICAL INFRASTRUCTURE PROGRAM

717.1(328)	Purpose
717.2(328)	Definitions
717.3(328)	Information and forms
717.4(328)	Applicant eligibility
717.5(328)	Eligible project activities
717.6	Reserved
717.7(328)	Funding
717.8(328)	Project priorities
717.9(328)	Project applications
717.10(328)	Review and approval
717.11(328)	Project administration

CHAPTERS 718 and 719  
Reserved

CHAPTER 720  
IOWA AIRPORT REGISTRATION

720.1(328)	Scope
720.2(328)	Definitions
720.3(328)	Airport site approval required
720.4(328)	Public-use airport
720.5(328)	Private-use airport
720.6(328)	Revocation or denial
720.7 to 720.9	Reserved
720.10(328)	Minimum safety standards
720.11 to 720.14	Reserved
720.15(328)	Airport closing

CHAPTERS 721 to 749  
Reserved

CHAPTER 750  
AIRCRAFT REGISTRATION

750.1(328)	Purpose
750.2(328)	Definitions
750.3(17A)	Information and forms
750.4 to 750.8	Reserved
750.9(328)	Registration
750.10(328)	First registration procedure
750.11 to 750.14	Reserved



750.15(328)	Aircraft not airworthy
750.16 to 750.19	Reserved
750.20(328)	Renewal notice
750.21 to 750.28	Reserved
750.29(328)	Penalty on registration fees
750.30(328)	Lien

## CHAPTERS 751 to 799

Reserved

*RAILROADS*

## CHAPTER 800

## ITEMS OF GENERAL APPLICATION FOR RAILROADS

800.1(307)	Definitions
800.2(17A)	Location and submission of documents
800.3(327C)	Accounts
800.4(327C)	Annual reports
800.5 to 800.14	Reserved
800.15(327F)	Train speed ordinances
800.16 to 800.19	Reserved
800.20(327G)	Removal of tracks from crossings

## CHAPTER 801

Reserved

## CHAPTER 802

## REPORTING OF RAILROAD ACCIDENTS/INCIDENTS

802.1(327C)	Written reports
802.2(327C)	Immediate reporting of personal injury or death

## CHAPTERS 803 to 809

Reserved

## CHAPTER 810

## RAILROAD SAFETY STANDARDS

810.1(327C)	Track standards
810.2(327C)	Track inspection
810.3	Reserved
810.4(327F)	First aid and medical treatment for railroad employees
810.5(327F)	Worker transportation

## CHAPTER 811

## HIGHWAY-RAILROAD GRADE CROSSING WARNING DEVICES

811.1(307)	Standards
------------	-----------

## CHAPTER 812

CLASSIFICATIONS AND STANDARDS FOR  
HIGHWAY-RAILROAD GRADE CROSSINGS

812.1(307)	Purpose
812.2(307)	Classification
812.3(307)	Warning device standards and their implementation
812.4(307)	Effect of rules

## CHAPTER 813

## CLOSE-CLEARANCE WARNING SIGNS ALONG RAILROAD TRACKS

813.1(327F)	Purpose and scope
813.2(327F)	Applicability
813.3(327F)	Information
813.4(327F)	Definitions
813.5(327F)	Close-clearance dimensions
813.6(327F)	Signing requirements
813.7 and 813.8	Reserved
813.9(327F)	Enforcement
813.10(327F)	Reimbursement

## CHAPTERS 814 to 819

Reserved

## CHAPTER 820

## HIGHWAY GRADE CROSSING SAFETY FUND

820.1(327G)	Definitions
820.2(327G)	Purpose
820.3(327G)	Information and submissions
820.4(327G)	Participation in the maintenance costs of eligible warning devices
820.5(327G)	Reimbursement

## CHAPTER 821

HIGHWAY-RAILROAD GRADE CROSSING SURFACE  
REPAIR FUND

821.1(327G)	Definitions
821.2(327G)	General information
821.3(327G)	Procedures for the use of grade crossing surface repair funds

## CHAPTER 822

## RAILROAD REVOLVING LOAN AND GRANT FUND PROGRAM

822.1(327H)	Introduction
822.2(327H)	Definitions
822.3(327H)	Information
822.4(327H)	Purpose of program
822.5(327H)	Funding
822.6(327H)	Project criteria
822.7(327H)	Applicant eligibility
822.8(327H)	Eligible and ineligible project costs
822.9	Reserved
822.10(327H)	Project application
822.11(327H)	Project evaluation and approval
822.12(327H)	Project agreement and administration

## CHAPTERS 823 to 899

Reserved

*PUBLIC TRANSIT*

## CHAPTERS 900 to 909

Reserved

CHAPTER 910  
COORDINATION OF PUBLIC TRANSIT SERVICES

910.1(324A)	Definitions
910.2(17A)	Information and location
910.3(324A)	Statewide transportation coordination advisory council
910.4(324A)	Certification process
910.5(324A)	Standards for compliance
910.6(324A)	Noncompliance
910.7(324A)	Noncompliant sanctions
910.8(17A,324A)	Revocation

CHAPTER 911  
SCHOOL TRANSPORTATION SERVICES PROVIDED  
BY REGIONAL TRANSIT SYSTEMS

911.1(321)	Purpose and information
911.2(321,324A)	Definitions
911.3(321)	Services to students as part of the general public
911.4(321)	Contracts for nonexclusive school transportation
911.5(321)	Adoption of federal regulations
911.6(321)	Driver standards
911.7(321)	Vehicle standards
911.8(321)	Maintenance
911.9(321)	Safety equipment
911.10(321)	Operating policies

CHAPTERS 912 to 919  
Reserved

CHAPTER 920  
STATE TRANSIT ASSISTANCE

920.1(324A)	Statement of policy
920.2(324A)	General information
920.3(324A)	Definitions
920.4(324A)	Types of projects
920.5(324A)	Standards for projects
920.6(324A)	Processing

CHAPTER 921  
ADVANCED ALLOCATIONS OF STATE TRANSIT ASSISTANCE FUNDING

921.1(324A)	Scope of chapter
921.2(324A)	Basic types of advance allocations
921.3(324A)	Application for advance allocations
921.4(324A)	Application approval
921.5(324A)	Consideration in determining the approval of advance allocation application
921.6	Reserved
921.7(324A)	Reports, and suspension and termination of allocations
921.8(324A)	Income derived from interest-bearing accounts and investments
921.9(324A)	“Joint Participation Agreement” close and audits

CHAPTER 922  
FEDERAL TRANSIT ASSISTANCE

922.1(324A)        Projects for nonurbanized areas and private nonprofit transportation providers

CHAPTER 923  
CAPITAL MATCH REVOLVING LOAN FUND

923.1(71GA,ch265)    General information  
923.2(71GA,ch265)    Definitions  
923.3(71GA,ch265)    System eligibility  
923.4(71GA,ch265)    Project eligibility  
923.5(71GA,ch265)    Procedure

CHAPTER 924  
PUBLIC TRANSIT INFRASTRUCTURE GRANT PROGRAM

924.1(324A)        Purpose  
924.2(324A)        Definitions  
924.3(324A)        Information and forms  
924.4                Reserved  
924.5(324A)        Applicant eligibility  
924.6(324A)        Project eligibility  
924.7(324A)        Eligible project activities  
924.8(324A)        Ineligible project activities  
924.9                Reserved  
924.10(324A)        Funding  
924.11(324A)        Project applications  
924.12 and 924.13    Reserved  
924.14(324A)        Project priorities  
924.15(324A)        Review and approval  
924.16(324A)        Project agreement and administration

CHAPTER 10  
ADMINISTRATIVE RULES

[Prior to 6/3/87, Transportation Department[820]—(01,B) Ch1]

**761—10.1(17A) General.**

**10.1(1) Definitions.** The definitions in Iowa Code section 17A.2 and the definition of “small business” in Iowa Code section 17A.4A are hereby adopted. In addition:

“*Commission*” means the Iowa transportation commission.

“*Department*” means the Iowa department of transportation.

“*Director*” means the director of transportation or the director’s designee.

**10.1(2) Address.** The address of the department’s rules administrator is: Rules Administrator, Office of Policy and Legislative Services, Iowa Department of Transportation, 800 Lincoln Way, Ames, Iowa 50010.

[ARC 2231C, IAB 11/11/15, effective 12/16/15]

**761—10.2(17A) Rule making.**

**10.2(1) Notice of Intended Action—approval and content.** Written authorization to publish proposed rules under Notice of Intended Action in the Iowa Administrative Bulletin shall be made by the director. Each commissioner shall be sent a copy of the Notice of Intended Action before its publication in the Iowa Administrative Bulletin. The Notice of Intended Action shall contain:

*a.* A copy of the complete text of the proposed rules and a brief explanation of the purpose of the proposed rules.

*b.* The specific legal authority for the proposed rules.

*c.* The methods that persons and agencies may use to present their views on the proposed rules. In addition to providing for the submission of written comments, the Notice shall afford any interested person or agency the opportunity to make an oral presentation.

*d.* Any other information required by statute or rule.

**10.2(2) Notice of Intended Action—submission of written comments and written requests to make an oral presentation.**

*a.* With regard to proposed rules published under Notice of Intended Action, the department shall accept and consider, from any person or agency, written comments and written requests to make an oral presentation when prepared and submitted in conformance with the following:

(1) Comments and requests shall clearly state the name, address and telephone number of the person or agency authoring the comment or request and the number and title of the proposed rule as given in the Notice of Intended Action.

(2) If an oral presentation is requested, the general content of the presentation shall be indicated.

(3) Comments and requests shall be submitted to the office specified in the Notice of Intended Action. To be considered, they must be received by the office no later than the date specified in the Notice. The date shall be no less than 20 days after publication of the Notice.

*b.* The receipt and acceptance for consideration of written comments and written requests shall be promptly acknowledged by the department.

(1) Written comments received after the deadline may be accepted by the department although their consideration is not assured.

(2) Written requests to make an oral presentation received after the deadline shall not be accepted.

*c.* In addition to the formal procedures contained in this rule, the department may solicit viewpoints or advice concerning proposed rules through informal conferences or consultations as the department may deem desirable.

**10.2(3) Adoption and filing of rules.**

*a.* The director shall adopt proposed rules unless statutes specifically provide for commission adoption. The commission shall approve rules prior to their adoption by the director.

*b.* Upon adoption of proposed rules by the director or the commission, the director shall file them in accordance with Iowa Code section 17A.5.

**10.2(4) *Regulatory analysis.*** A request for issuance of a regulatory analysis shall be submitted to the department's rules administrator at the address in subrule 10.1(2).

**10.2(5) *Concise statement.*** If requested in accordance with this subrule, the department shall issue a concise statement of the principal reasons for and against a rule that has been adopted, incorporating therein the reasons for overruling considerations urged against the rule.

*a.* The request shall:

- (1) Clearly state the name, address and telephone number of the person or agency authoring the request and the number and title of the rule which is the subject of the request.
- (2) Be submitted in writing to the department's rules administrator.
- (3) Be delivered to the administrator or postmarked no later than the thirtieth calendar day following adoption of the subject rule.

*b.* A requested concise statement shall be issued either at the time of rule adoption or within 35 days after the department's rules administrator receives the request.

**10.2(6) *Registration.***

*a. Trade or occupational associations.* The state office of a trade or occupational association may register its name and address with the department to receive copies of Notices of Intended Action.

(1) The request must be in writing and indicate the subject matter and the number of copies of Notice of Intended Action it wishes to receive.

(2) The trade or occupational association shall reimburse the department for the actual costs incurred in providing copies to it.

*b. Small businesses.* A small business or an organization of small businesses may register its name and address with the department to receive notification of Notices of Intended Action and of rules adopted and filed without a Notice of Intended Action which may have an impact on small business.

(1) The request must be in writing and may indicate the subject matter of rules it is interested in. An organization requesting registration shall indicate how many small businesses it represents.

(2) At the discretion of the department, notification shall consist of either a copy of the rules or a summary of the subjects and issues involved.

*c. Submission and acknowledgment of requests.* Requests for registration under this subrule shall be submitted to the department's rules administrator. The receipt of requests for registration shall be promptly acknowledged by the department. The acknowledgment shall either:

- (1) Inform the requester that it is registered, or
- (2) State that the request is incomplete and indicate the additional information required.

[ARC 2231C, IAB 11/11/15, effective 12/16/15]

## **761—10.3(17A) Petitions for rule making.**

**10.3(1)** The department shall accept and consider, from any person or agency, petitions for rule making when submitted to the department's rules administrator and prepared in conformance with the following:

*a.* Format:

IOWA DEPARTMENT OF TRANSPORTATION  
800 Lincoln Way, Ames, Iowa 50010

PETITION BY (insert petitioner's name)  
FOR THE (insert one-adoption,  
amendment or repeal)  
OF (insert current rule number, if  
applicable, and brief description  
of subject matter)

}

DOCKET NO. \_\_\_\_\_

PETITION FOR RULE MAKING

(In separate numbered paragraphs, the petition shall include the following.)

1. The petitioner's name, address and telephone number.
2. The nature of the petitioner's interest in the matter.

3. The text or the essential terms and conditions of a proposed new rule, or the rule number and text of a rule proposed for amendment or a repeal. In addition, proposed amendments shall be illustrated to portray the changes in wording requested: Deletions are to be indicated by strike-throughs, and additions by underscoring.

4. The reasons for seeking the requested action, including any facts, views, data or arguments relevant to the request. Copies of statutes, rules or other supporting documents referenced in the petition shall be submitted as appendices to the petition or made available to the department upon request.

\*5. If desired, a request to meet informally with the department to discuss the petition.

---

(Signature of petitioner)

*b.* A petition for amendment or repeal of a rule shall pertain to a rule currently in effect at the time the petition is received by the department.

*c.* Petitions should be typewritten, although petitions legibly hand-printed in ink shall be accepted.

**10.3(2)** The date of receipt of a petition is the day it reaches the department's rules administrator. The administrator shall promptly notify the petitioner of the date of receipt and the assigned docket number.

**10.3(3)** If requested in the petition, the department shall schedule an informal meeting with the petitioner to discuss the petition.

**10.3(4)** The department shall notify the petitioner of the director's or commission's determination to grant or deny the petition. If the petition is denied, the notification shall include the reasons for denial.  
[ARC 2231C, IAB 11/11/15, effective 12/16/15]

These rules are intended to implement Iowa Code sections 17A.1 to 17A.9, 17A.19, and 307.12 and section 307A.2 as amended by 2015 Iowa Acts, House File 635, section 20.

[Filed 5/22/75]

[Filed 4/7/78, Notice 2/22/78—published 6/7/78, effective 6/7/78]

[Filed 10/3/80, Notice 8/20/80—published 10/29/80, effective 12/3/80]

[Filed without Notice 12/17/80—published 1/7/81, effective 2/11/81]

[Filed 3/8/85, Notice 1/16/85—published 3/27/85, effective 5/1/85]

[Filed 11/7/86, Notice 9/24/86—published 12/3/86, effective 1/7/87]

[Filed 5/11/87, Notice 3/11/87—published 6/3/87, effective 7/8/87]

[Filed 7/5/90, Notice 4/4/90—published 7/25/90, effective 8/29/90]<sup>1</sup>

[Filed 1/15/92, Notice 12/11/91—published 2/5/92, effective 3/11/92]

[Filed 8/26/92, Notice 7/22/92—published 9/16/92, effective 10/21/92]

[Filed 5/18/94, Notice 4/13/94—published 6/8/94, effective 7/13/94]

[Filed 4/8/99, Notice 2/10/99—published 5/5/99, effective 7/1/99]

[Filed 3/7/01, Notice 1/10/01—published 4/4/01, effective 5/9/01]

[Filed 10/11/06, Notice 8/30/06—published 11/8/06, effective 12/13/06]

[Filed ARC 2231C (Notice ARC 2117C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]

<sup>1</sup> Effective date of amendments to 761—10.2(17A) and 10.3(17A) delayed until adjournment of the 1991 General Assembly by the Administrative Rules Review Committee at its meeting held August 15, 1990.





## CHAPTER 11 WAIVER OF RULES

### **761—11.1(17A) Purpose and scope.**

**11.1(1)** The purpose of this chapter is to establish a general process for granting waivers or variances (hereinafter referred to as waivers) from the requirements of department rules. A waiver is an agency action which suspends in whole or in part the requirements or provisions of a rule as applied to an identified person on the basis of the particular circumstances of that person.

**11.1(2)** This chapter does not preclude the granting of waivers using another process if a statute or another department rule so provides. If the rule for which a waiver is sought has a specific waiver process of its own, this chapter is applicable only when it is specifically cited.

**11.1(3)** This chapter does not apply to contested case proceedings.

**11.1(4)** This chapter does not apply to rules that merely define the meaning of a statute or other provision of law if the department does not possess the delegated authority to bind the courts to any extent with its definition.

**761—11.2(17A) Authority to grant waiver.** The director of transportation may, in response to a written petition submitted in accordance with rule 761—11.5(17A), grant a waiver from the requirements of a rule. The decision to grant a waiver shall be made at the sole discretion of the director and is final agency action.

### **761—11.3(17A) Criteria, considerations and limitations.**

**11.3(1)** The director shall not grant a waiver from the requirements of a rule unless the director or the department has jurisdiction over the rule and the waiver is consistent with any applicable statute, constitutional provision, or other provision of law. The director shall not waive any requirement created or duty imposed by statute.

**11.3(2)** The director may grant a waiver from the requirements of a rule if the director finds, based on clear and convincing evidence, all of the following:

- a.* Application of the rule will pose an undue hardship.
- b.* The waiver will not prejudice the substantial legal rights of any person.
- c.* The provisions of the rule subject to waiver are not specifically mandated by statute or another provision of law, and the waiver will not cause a denial of federal funds.
- d.* Substantially equal protection of the public health, safety, and welfare will be afforded by means other than that prescribed in the rule.

**11.3(3)** The department shall evaluate each petition for a waiver based on the unique, individual circumstances set out in the petition. The burden of persuasion rests with the petitioner.

**11.3(4)** A waiver, if granted, shall provide the narrowest exception possible to the provisions of the rule.

**11.3(5)** The director may place any condition on a waiver that the director finds desirable to protect the public health, safety, and welfare.

**11.3(6)** A waiver shall not be permanent, unless the director finds that a temporary waiver would be impracticable.

**11.3(7)** If a temporary waiver is granted, there is no automatic right to renewal. At the sole discretion of the director, a waiver may be renewed if the director finds all of the factors set out in subrule 11.3(2) remain valid.

### **761—11.4(17A) Decision on waiver.**

**11.4(1)** The director's decision to grant or deny a waiver in response to a written petition shall be in writing and contain:

- a.* The name of the person to whom the decision pertains.
- b.* A citation to the rule or portion thereof to which the decision pertains and a brief summary of the rule's requirements that are pertinent to the requested waiver.

- c. The relevant facts and reasons upon which the decision is based. If a waiver is granted, the decision must include the findings set out in subrule 11.3(2).
- d. The scope and duration of a waiver if one is granted.
- e. Any other conditions placed on a waiver if one is granted.

**11.4(2)** Reserved.

**761—11.5(17A) Petition for waiver.**

**11.5(1)** *Petitioner.* Any person may petition the department for a waiver from the requirements of a rule. The petitioner must have a real and direct interest in the matter.

**11.5(2)** *Form of petition.* A petition for a waiver from the requirements of a rule must be in writing and state clearly at the top of the petition that it is a “petition for waiver of a rule.” The petition shall contain the following information where applicable and known to the petitioner:

- a. The name, address and telephone number of the petitioner, and any license, permit or case number applicable to the requested waiver.
- b. A description of and citation to the specific rule from which a waiver is requested.
- c. The specific waiver requested, including its scope and duration.
- d. The relevant facts and reasons the petitioner believes would justify the requested waiver. The petitioner should address each of the following:
  - (1) Why applying the rule will result in an undue hardship to the petitioner.
  - (2) Why waiving the rule will not prejudice the substantial legal rights of any other person.
  - (3) Whether the provisions of the rule are specifically mandated by statute or another law other than the rule.
  - (4) How substantially equal protection of the public health, safety, and welfare will be afforded by means other than those prescribed by the rule.
- e. A history of any prior contacts between the petitioner and the department that are related to the requested waiver.
- f. Whether the petitioner is currently a party to a rule making, declaratory order, contested case, judicial proceeding, or any other proceeding related to the requested waiver.
- g. Information regarding the department’s treatment of similar situations.
- h. The name, address and telephone number of any public agency or political subdivision that also regulates the activity in question or that may be affected if the waiver were granted.
- i. The name, address and telephone number of any person or entity that may be adversely affected if the waiver were granted.
- j. The name, address and telephone number of any person who has knowledge of facts relevant to the requested waiver.
- k. Releases authorizing persons with knowledge of relevant facts to furnish that information to the department.
- l. The signature of the petitioner and the date signed.

**11.5(3)** *Submission of petition.* A petition for waiver from the requirements of a rule shall be submitted to the Rules Administrator, Office of Policy and Legislative Services, Iowa Department of Transportation, 800 Lincoln Way, Ames, Iowa 50010.

[ARC 2231C, IAB 11/11/15, effective 12/16/15]

**761—11.6(17A) Action on petition.** Following is the procedure for responding to a petition for a waiver from the requirements of a rule:

**11.6(1)** The department shall acknowledge receipt of a petition immediately.

**11.6(2)** Before a waiver is granted or denied, the department may request a petitioner to furnish additional information related to the petition.

**11.6(3)** The director shall issue a written decision to grant or deny a waiver within 120 days after the department receives the petition unless the petitioner agrees to a later time. However, if the matter is also the subject of a contested case proceeding, the decision to grant or deny a waiver need not be issued until after the final decision in the contested case is issued.

**11.6(4)** The decision to grant or deny a waiver shall contain the information set out in rule 761—11.4(17A).

**11.6(5)** Within seven days after the decision is issued, the department shall transmit it to the petitioner.

**11.6(6)** Failure to grant or deny a waiver within the required time is deemed a denial.

**11.6(7)** The director's decision on a petition for a waiver from the requirements of a rule is final agency action.

**11.6(8)** A petition for a waiver from the requirements of a rule is independent of a contested case proceeding. Submission of a petition does not delay the time to request a contested case hearing, to appeal a proposed decision in a contested case, or to file a petition for judicial review of a final decision in a contested case.

**11.6(9)** A petition for a waiver from the requirements of a rule is not required to exhaust administrative remedies before judicial review of a department action under Iowa Code section 17A.19.

**761—11.7(17A) Modification or cancellation of waiver.** The department may, after notice and opportunity for hearing, modify or cancel a waiver granted pursuant to this chapter if the director finds any of the following:

1. A material fact upon which the waiver is based is not true or has changed.
2. The petitioner withheld or knowingly misrepresented a material fact relevant to the propriety or desirability of the waiver.
3. The petitioner has failed to comply with the conditions set forth in the decision granting the waiver.
4. The alternate means for ensuring that the public health, safety and welfare will be adequately protected after the waiver is granted are insufficient.

**761—11.8(17A) Records.**

**11.8(1)** All records relating to waivers granted or denied under this chapter are open records. However, if a record contains personal information that is confidential, only the portion of the record that is nonconfidential will be made available for public inspection.

**11.8(2)** The office of policy and legislative services shall, at a minimum, retain for five years records relating to waivers granted or denied under this chapter.

[ARC 2231C, IAB 11/11/15, effective 12/16/15]

These rules are intended to implement Iowa Code section 17A.9A and Executive Order Number 11, dated September 14, 1999.

[Filed 3/7/01, Notice 1/10/01—published 4/4/01, effective 5/9/01]

[Filed 9/14/05, Notice 8/3/05—published 10/12/05, effective 11/16/05]

[Filed 10/11/06, Notice 8/30/06—published 11/8/06, effective 12/13/06]

[Filed ARC 2231C (Notice ARC 2117C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]



CHAPTER 12  
DECLARATORY ORDERS  
[Prior to 11/8/06, see rule 761—10.4(17A)]

**761—12.1(17A) Definitions.**

*“Declaratory order”* means the department’s interpretation of a statute, rule or order as applied to specified circumstances. A declaratory order is issued in response to a petition for declaratory order.

*“Director”* means the director of transportation or the director’s designee.

*“Petition for declaratory order”* means a formal request from a person or agency to the department asking how the department will apply a statute, rule or order based on a specific set of facts contained in the petition. The purpose of the petition is to seek binding advice from the department, not to challenge a decision that the department has already made.

**761—12.2(17A) Petition for declaratory order.**

**12.2(1)** Any person or agency may file with the department a petition for declaratory order. The subject matter of the petition must be within the primary jurisdiction of the department.

**12.2(2)** The petition must be submitted to the department’s rules administrator at the following address: Rules Administrator, Office of Policy and Legislative Services, Iowa Department of Transportation, 800 Lincoln Way, Ames, Iowa 50010.

**12.2(3)** The petition must be typewritten or legibly handwritten in ink and must substantially conform to the following form:

IOWA DEPARTMENT OF TRANSPORTATION  
800 Lincoln Way, Ames, Iowa 50010

---

PETITION BY (insert petitioner’s name)

DOCKET NO. \_\_\_\_\_

FOR DECLARATORY ORDER ON  
(insert number of statute, rule, etc. and  
brief description of subject matter)

PETITION FOR DECLARATORY  
ORDER

---

(In separate numbered paragraphs, the petition shall include the following.)

1. The petitioner’s name, address and telephone number.
2. The exact words, passages, sentences or paragraphs of statutes, rules, etc. which are the subject of the inquiry.
3. A clear, concise and complete statement of all relevant facts for which the order is requested.
4. The uncertainties or conflicting interpretations which arise when the cited statutes, rules, etc. are applied to the facts.
5. (Optional) The interpretation urged based upon the facts set forth.
6. The reasons for the petition and a full disclosure of the petitioner’s interest.
7. Whether the petitioner is currently a party to a rule-making, contested case or judicial proceeding involving the controversy or uncertainty.
8. The names and addresses, when known, of other persons who may be affected by the declaratory order.

**12.2(4)** The petition must be dated and signed by the petitioner or, if applicable, petitioner’s representative.

**12.2(5)** If applicable, the petition must also include the name, address, and telephone number of the petitioner’s representative and a statement indicating the person to whom communications concerning the petition should be directed.

**12.2(6)** The date of receipt of the petition is the day it reaches the department’s rules administrator. The administrator shall promptly send an acknowledgment of receipt to the petitioner or, if applicable, petitioner’s representative.

[ARC 2231C, IAB 11/11/15, effective 12/16/15]

**761—12.3(17A) Notice of petition.** Within 15 days after receipt of a petition for declaratory order, the department shall provide copies of the acknowledgment of receipt and copies of the petition to all persons to whom notice of the petition is required by any provision of law. The department may also give notice to any other persons deemed appropriate.

**761—12.4(17A) Action on petition.**

**12.4(1)** A declaratory order or an order declining to issue a declaratory order shall be issued by the director.

**12.4(2)** The director shall not issue a declaratory order that would substantially prejudice the rights of a person who would be a necessary party and who does not consent in writing to the determination of the matter by a declaratory order proceeding.

**12.4(3)** The director may issue an order declining to issue a declaratory order on some or all of the questions raised in the petition for any of the following reasons:

- a.* The petition does not substantially comply with the required form.
- b.* The petition does not contain facts sufficient to demonstrate that the petitioner will be aggrieved or adversely affected by the failure of the department to issue a declaratory order.
- c.* The department does not have jurisdiction over the questions presented in the petition.
- d.* The questions presented in the petition are also presented in a current rule-making, contested case, or other agency or judicial proceeding that may definitively resolve them.
- e.* The questions presented in the petition would more properly be resolved in a different type of proceeding or by another body with jurisdiction over the matter.
- f.* The questions posed or facts presented in the petition are unclear, vague, incomplete, overbroad, insufficient, or otherwise inappropriate as a basis upon which to issue a declaratory order.
- g.* There is no need to issue a declaratory order because the questions raised in the petition have been settled due to a change in circumstances.
- h.* The petition is not based upon facts calculated to aid in the planning of future conduct but is, instead, based solely upon prior conduct in an effort to establish the effect of that conduct or to challenge a department decision already made.
- i.* The petition requests a declaratory order that would necessarily determine the legal rights, duties or responsibilities of other persons who have not joined in the petition or filed a similar petition and whose position on the questions presented may fairly be presumed to be adverse to that of the petitioner.
- j.* The petitioner requests the department to determine whether a statute is unconstitutional on its face.

**12.4(4)** If the director issues an order declining to issue a declaratory order, the order must indicate the specific grounds for declining to issue a declaratory order and constitutes final agency action on the petition.

**761—12.5(17A) Effect of a declaratory order.** A declaratory order has the same status and binding effect as a final order issued in a contested case proceeding. It is binding on the department and the petitioner and is applicable only in circumstances where the relevant facts and the law involved are indistinguishable from those on which the order was based. As to all other persons, a declaratory order serves only as precedent and is not binding on the department. The issuance of a declaratory order constitutes final agency action on the petition.

These rules are intended to implement Iowa Code sections 17A.9 and 17A.19.

[Filed 10/11/06, Notice 8/30/06—published 11/8/06, effective 12/13/06]

[Filed ARC 2231C (Notice ARC 2117C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]

CHAPTER 102  
SECONDARY ROAD FUND DISTRIBUTION COMMITTEE

**761—102.1(312) Purpose.** The purpose of these rules is to adopt the formulas to be used for distribution of moneys in the secondary road fund and the farm-to-market road fund and to formalize the process by which the secondary road fund distribution committee will administer its duties.

**102.1(1)** Iowa Code section 312.3C creates a secondary road fund distribution committee and requires the committee to be comprised of representatives appointed by the president of the Iowa County Engineers Association, the president of the Iowa State Association of County Supervisors, and the department of transportation.

**102.1(2)** Iowa Code section 312.3C requires the secondary road fund distribution committee to:

*a.* Determine the methodology to be used for distribution of moneys in the secondary road fund and the farm-to-market road fund.

*b.* Adopt rules to govern the determination and modification of the methodology to be used for distribution of moneys in the secondary road fund and the farm-to-market road fund.

**102.1(3)** Iowa Code section 312.3B requires the Iowa County Engineers Association Service Bureau to annually compute secondary road fund and farm-to-market road fund distributions using the methodology determined by the secondary road fund distribution committee.

[ARC 2232C, IAB 11/11/15, effective 12/16/15]

**761—102.2(312) Formulas.**

**102.2(1) Definitions.** As used in this chapter:

*“Bridges”* means those structures under the jurisdiction of a county secondary roads department which are included in the National Bridge Inventory System.

*“Daily vehicle miles of travel”* means the product of a road segment’s length, in miles, multiplied by the daily traffic count thereon, in vehicles per day, reported for that segment by the Iowa department of transportation, based on the most recent counts available.

*“Earth surfaced”* means roads under the jurisdiction of a county secondary roads department which are not surfaced.

*“Formula”* means the appropriate secondary road fund distribution formula or farm-to-market road fund distribution formula as defined in subrules 102.2(2) and 102.2(3).

*“Granular surfaced”* means roads under the jurisdiction of a county secondary roads department which have crushed rock, gravel, or oiled earth surfaces.

*“Paved surfaced”* means roads under the jurisdiction of a county secondary roads department with hot mix asphalt, Portland cement concrete, or stabilized base with waterproof surfacing.

*“Rural population”* means the count, taken from the most recently certified decennial federal census, of persons who reside in the unincorporated areas of a county.

**102.2(2) Formula for determining secondary road fund allocation factors.** The Iowa County Engineers Association Service Bureau shall annually compute percentage allocation factors for the allocation of secondary road fund revenues among the counties by calculating and summing the following percentage subtotals for each county:

*a.* Thirty percent times the ratio that the total area of each county bears to the total area of the state.

*b.* Ten percent times the ratio that the rural population of each county bears to the total rural population of the state.

*c.* Twelve and one-half percent times the ratio that the total daily vehicle miles of travel on each county’s secondary roads bears to the total daily vehicle miles of travel on all secondary roads in the state.

*d.* One-half percent times the ratio that the earth-surfaced miles of secondary roads of each county bears to the total miles of earth-surfaced secondary roads in the state.

*e.* Twenty percent times the ratio that the granular-surfaced miles of secondary roads of each county bears to the total miles of granular-surfaced secondary roads in the state.

*f.* Thirteen percent times the ratio that the paved-surfaced miles of secondary roads of each county bears to the total miles of paved-surfaced secondary roads in the state.

*g.* Fourteen percent times the ratio that the length, in lineal feet, of secondary road bridges of each county bears to the total length of secondary road bridges in the state.

**102.2(3) *Formula for determining farm-to-market road fund allocation factors.*** The Iowa County Engineers Association Service Bureau shall annually compute percentage allocation factors for the allocation of farm-to-market road fund revenues among the counties by calculating and summing the following percentage subtotals for each county:

*a.* Thirty percent times the ratio that the total area of each county bears to the total area of the state.

*b.* Fifteen percent times the ratio that the rural population of each county bears to the total rural population of the state.

*c.* Ten percent times the ratio that the total daily vehicle miles of travel on each county's farm-to-market roads bears to the total daily vehicle miles of travel on all farm-to-market roads in the state.

*d.* Nine percent times the ratio that the granular-surfaced miles of farm-to-market roads of each county bears to the total miles of granular-surfaced farm-to-market roads in the state.

*e.* Twenty-three percent times the ratio that the paved-surfaced miles of farm-to-market roads of each county bears to the total miles of paved-surfaced farm-to-market roads in the state.

*f.* Thirteen percent times the ratio that the length, in lineal feet, of farm-to-market road bridges of each county bears to the total length of farm-to-market road bridges in the state.

[ARC 2232C, IAB 11/11/15, effective 12/16/15]

**761—102.3 and 102.4** Reserved.

**761—102.5(312) Composition and membership of the secondary road fund distribution committee.**

**102.5(1)** The secondary road fund distribution committee shall be composed of six county engineers, six county supervisors, two representatives of the department of transportation, and the executive director of the Iowa County Engineers Association Service Bureau.

**102.5(2)** The county engineers shall be appointed by the president of the Iowa County Engineers Association, the county supervisors shall be appointed by the president of the Iowa State Association of County Supervisors, and the department of transportation representatives shall be appointed by the department of transportation.

**102.5(3)** The county engineer members and the county supervisor members shall be selected according to the population of their counties, as follows:

*a.* Two county engineers and two county supervisors from large counties.

*b.* Two county engineers and two county supervisors from medium counties.

*c.* Two county engineers and two county supervisors from small counties.

**102.5(4)** To the extent possible, the committee shall be geographically diverse, and no county may have both an engineer and a supervisor as members simultaneously.

**102.5(5)** All county members shall be voting members. The department of transportation representatives and the executive director of the Iowa County Engineers Association Service Bureau shall be nonvoting members.

[ARC 2232C, IAB 11/11/15, effective 12/16/15]

**761—102.6(312) Terms of office and rotation of seats.**

**102.6(1)** Committee members shall serve six-year terms. Terms of office shall begin on January 1 in the year of appointment and expire on December 31 in the year of expiration. Members may be reappointed to serve consecutive terms.

**102.6(2)** Rotations shall be staggered so that no more than two county members are rotated off the committee in any single year.

**102.6(3)** As terms expire, the incumbents may be reappointed or replaced.



**102.6(4)** If a committee member is unable to complete a term of office for any reason, a replacement member of the same class (county engineer or county supervisor) and from the same group (a large, medium or small county) shall be appointed to serve the balance of the term.

**102.6(5)** The committee shall select from its membership a chair and a vice-chair to serve one-year terms. The chair and vice-chair serve at the pleasure of the committee and may be elected to multiple terms as the committee deems appropriate. The vice-chair shall preside at a meeting in the absence of the chair.

[ARC 2232C, IAB 11/11/15, effective 12/16/15]

**761—102.7(312) Committee meetings.** Committee meetings shall be held at the call of the chair or when two committee members so request. Committee meetings shall be conducted in accordance with Iowa Code chapter 21. Committee meetings may be held electronically, in accordance with Iowa Code section 21.8. The committee shall meet at least once annually.

**102.7(1)** Each county member is a voting member and is eligible to vote at every committee meeting the member attends. Attendance may include members who are present at the meeting electronically through a telephone conference call, an Iowa communications network connection or other electronic means deemed appropriate by the chair.

**102.7(2)** A minimum of eight voting members is required for a quorum. If a quorum is not present at a meeting, the meeting shall be rescheduled.

**102.7(3)** A majority of voting members shall be required to pass ordinary items of business.

**102.7(4)** A resolution to propose a new or modified secondary road fund distribution formula or farm-to-market road fund distribution formula shall require ten affirmative votes.

**102.7(5)** A resolution to adopt, amend or rescind administrative rules shall require ten affirmative votes.

**102.7(6)** In addition to the requirements of Iowa Code chapter 21, the chair shall post meeting agendas on the Iowa County Engineers Association Web site and the Iowa State Association of County Supervisors Web site and shall send copies of agendas to all county engineers and to all county auditors for distribution to supervisors.

**102.7(7)** Minutes of each meeting shall be kept; the presiding chair shall be responsible for the minutes. Minutes of a meeting shall be presented to the committee for approval at its next meeting. The chair shall post approved minutes on the Iowa County Engineers Association Web site and the Iowa State Association of County Supervisors Web site and shall file the minutes with the office of systems planning of the department of transportation.

[ARC 2232C, IAB 11/11/15, effective 12/16/15]

**761—102.8 and 102.9** Reserved.

**761—102.10(312) Considerations for a new or modified distribution formula.** A distribution formula that is proposed in accordance with rule 761—102.11(312) should substantially meet the following objectives:

1. Funding levels to counties should be relatively stable, with only small changes occurring from year to year.

2. The formula should be able to factor in changes in population, mileages, the centerline lineal feet of bridges, and traffic levels as they occur over time, without needing to be revised.

**761—102.11(312) Process for approval of a new or modified distribution formula.**

**102.11(1)** Proposals to adopt a new or modified distribution formula may be initiated by the committee itself or by the executive board of either the Iowa County Engineers Association or the Iowa State Association of County Supervisors upon request to the committee.

**102.11(2)** When a formula change has been initiated or requested, the committee shall meet, establish a work plan, and set up a work schedule.

**102.11(3)** The committee shall conduct such studies, research, development, and testing as are required to evaluate the proposal and shall, within 18 months after initiation or receipt of the proposal, publish an official report outlining the committee's findings and recommendations.

**102.11(4)** If the official report recommends adoption of a new or modified distribution formula, the chair shall communicate the details of the committee's recommendations to all county engineers, all county supervisors and the department of transportation in such a manner as the committee deems appropriate. This communication shall solicit comments on the committee's recommendations.

**102.11(5)** After receipt and consideration of comments from counties, the committee may adopt a resolution that formally proposes a distribution formula and places it into official consideration.

**102.11(6)** The chair shall forward the resolution to the executive boards of both the Iowa County Engineers Association and the Iowa State Association of County Supervisors, with a request for endorsement of the proposed distribution formula.

**102.11(7)** If both executive boards endorse the proposed distribution formula, the chair shall request each individual county to consider and adopt a resolution in favor of or in opposition to the proposed distribution formula.

**102.11(8)** If at least 66 counties adopt resolutions in favor of the proposed distribution formula, the distribution formula is adopted without further committee action.

**102.11(9)** The chair shall notify the following organizations and groups when the distribution formula has been adopted:

- a.* The executive board of the Iowa County Engineers Association.
- b.* The executive board of the Iowa State Association of County Supervisors.
- c.* The office of systems planning of the department of transportation.
- d.* The office of the treasurer of state.
- e.* All county engineers and county supervisors.
- f.* The Iowa County Engineers Association Service Bureau.

**761—102.12(312) Judicial review.** Any county that is aggrieved or adversely affected by a decision of the secondary road fund distribution committee may seek judicial review of such agency action under the provisions of Iowa Code section 17A.19.

**761—102.13(312) Severability clause.** If any section, provision, or part of these rules is adjudged invalid or unconstitutional, such adjudication shall not affect the validity of these rules as a whole or any section, provision, or part thereof not adjudged invalid or unconstitutional.

These rules are intended to implement Iowa Code sections 312.2, 312.3, 312.3B, 312.3C and 312.5.

[Filed 3/27/06, Notice 2/15/06—published 4/26/06, effective 5/31/06]

[Filed ARC 2232C (Notice ARC 2126C, IAB 9/2/15), IAB 11/11/15, effective 12/16/15]

**VOLUNTEER SERVICE, IOWA COMMISSION ON[817]**

[Created by Executive Order 48 on 2/14/94]

[Prior to 3/31/04, see Iowa Commission on National and Community Service[555];  
renamed Iowa Commission on Volunteer Service by Executive Order 64 on 5/18/98]**CHAPTER 1  
ORGANIZATION AND OPERATION**

- 1.1(ExecOrd48) Purpose
- 1.2(ExecOrd48) Organization and operation

**CHAPTER 2  
RULE MAKING**

- 2.1(ExecOrd48) Initiation of rule-making procedures
- 2.2(ExecOrd48) Procedures for oral or written presentations

**CHAPTER 3  
DECLARATORY RULINGS**

- 3.1(ExecOrd48) Declaratory rulings
- 3.2(ExecOrd48) Procedure for informal settlements in contested cases

**CHAPTER 4  
Reserved****CHAPTER 5  
DUE PROCESS**

- 5.1(ExecOrd48) Appeals

**CHAPTER 6  
PUBLIC RECORDS AND FAIR INFORMATION PRACTICES  
(Uniform Rules)**

- 6.1(17A,22) Definitions
- 6.3(17A,22) Requests for access to records
- 6.6(17A,22) Procedure by which additions, dissents, or objections may be entered in certain records
- 6.9(17A,22) Routine use
- 6.10(17A,22) Consensual disclosure of confidential records
- 6.11(17A,22) Release to subject
- 6.12(17A,22) Availability of records

**CHAPTER 7  
RETIRED AND SENIOR VOLUNTEER PROGRAM (RSVP)**

- 7.1(15H) Purpose and program description
- 7.2(15H) Applications
- 7.3(15H) Grant criteria
- 7.4(15H) Application process for new state-developed project grants
- 7.5(15H) Administration of grants
- 7.6(15H) Reversion of funds

**CHAPTER 8  
IOWA YOUTH MENTORING PROGRAM CERTIFICATION**

- 8.1(15H) Definitions
- 8.2(15H) Certification
- 8.3(15H) Description of application
- 8.4(15H) Basis for certification standards

- 8.5(15H) Special consideration
- 8.6(15H) Decertification
- 8.7(15H) Fraudulent practices in connection with certified mentoring programs
- 8.8(15H) Appeal procedure

## CHAPTER 9

### IOWA SUMMER YOUTH CORPS

- 9.1(83GA,SF482) Purpose and program description
- 9.2(83GA,SF482) Applications
- 9.3(83GA,SF482) Incentives
- 9.4(83GA,SF482) Grant criteria
- 9.5(83GA,SF482) Designated funds
- 9.6(83GA,SF482) Application process for new grants
- 9.7(83GA,SF482) Administration of grants
- 9.8(83GA,SF482) Reversion of funds

## CHAPTER 10

### IOWA GREEN CORPS

- 10.1(83GA,SF482) Purpose and program description
- 10.2(83GA,SF482) Applications
- 10.3(83GA,SF482) Incentives
- 10.4(83GA,SF482) Grant criteria
- 10.5(83GA,SF482) Designated funds
- 10.6(83GA,SF482) Application process for new grants
- 10.7(83GA,SF482) Administration of grants
- 10.8(83GA,SF482) Reversion of funds

## CHAPTER 11

### IOWA READING CORPS

- 11.1(15H) Purpose and program description
- 11.2(15H) Applications
- 11.3(15H) Program eligibility criteria
- 11.4(15H) Grant criteria
- 11.5(15H) Designated funds
- 11.6(15H) Application process for new grants
- 11.7(15H) Administration of grants
- 11.8(15H) Reversion of funds

## CHAPTER 11 IOWA READING CORPS

**817—11.1(15H) Purpose and program description.** The purpose of the Iowa reading corps program is to provide Iowa reading corps AmeriCorps members with a data-based, problem-solving model of literacy instruction to use in tutoring students from prekindergarten to third grade who are not proficient in reading or who are at risk of becoming not proficient in reading. The program shall use models of early literacy instruction reviewed and approved by the Iowa department of education pursuant to Iowa Code section 256.9(53) “c.” Iowa reading corps grants will give support, on a competitive basis, to AmeriCorps programs in Iowa that utilize AmeriCorps funding awarded by the commission and other funds received in the community programs account established pursuant to 2015 Iowa Acts, House File 488, section 2. The program is established under the authority of the Iowa commission on volunteer service in collaboration with the Iowa department of education pursuant to Iowa Code chapter 15H as amended by 2015 Iowa Acts, House File 488.

This rule is intended to implement 2015 Iowa Acts, House File 488, section 2.  
[ARC 2238C, IAB 11/11/15, effective 12/16/15]

**817—11.2(15H) Applications.** Appropriate forms and applications for grants and eligibility preapproval are available from the commission at [www.volunteeriowa.org](http://www.volunteeriowa.org).

This rule is intended to implement 2015 Iowa Acts, House File 488, section 2.  
[ARC 2238C, IAB 11/11/15, effective 12/16/15]

**817—11.3(15H) Program eligibility criteria.** The commission and department of education will establish criteria consistent with federal regulations to ensure the alignment of the program with the goals outlined in Iowa Code section 256.9(53) “c” and 281—Chapter 62. Any program determined eligible for inclusion as an Iowa reading corps program must ensure that it meets standards outlined by the department of education in 281—Chapter 62, with the exception of existing early literacy-focused and single school district AmeriCorps programs operating in the 2014-2015 school year. These existing programs, upon request to the commission, will be granted conditional eligibility for inclusion for the 2015-2016 school year to provide adequate time for the programs to be evaluated and to make adjustments deemed necessary for the alignment of the program with the goals outlined in 2015 Iowa Acts, House File 488, section 2. Once a program is granted conditional eligibility, the program will be considered preapproved and eligible for the 2016-2017 application. In subsequent years, all applicants must be preapproved by the department of education as eligible to compete for Iowa reading corps grants.

This rule is intended to implement 2015 Iowa Acts, House File 488, section 2.  
[ARC 2238C, IAB 11/11/15, effective 12/16/15]

**817—11.4(15H) Grant criteria.** Beginning with the 2016-2017 program year applications, the commission will establish criteria and funding priorities consistent with federal regulations and the goals of the department of education and the commission. Preapproval of applicant eligibility shall be sought as outlined in 817—11.3(15H). Applicants will be considered either in conjunction with the regular AmeriCorps grant process or, in certain cases, through special competitions outlined and announced by the commission. At a minimum, the criteria will include the following:

1. Goals and objectives of the project;
2. Qualifications of the applicant to manage funds;
3. For new and returning applicants, letters of local support verifying coordination and community cooperation;
4. Total project budget;
5. For previous grantees, evidence of ability to submit timely and accurate reports;
6. Description and time line of planned activities;
7. Description of the applicant organization, including staffing pattern;
8. Documentation of the applicant’s ability to provide the required local match;

9. Program performance and evaluation results and outcomes; and
10. Demonstration of the project's alignment with literacy program goals and strategies developed by the department of education, the local school districts served, and the Iowa reading research center.

This rule is intended to implement 2015 Iowa Acts, House File 488, section 2.  
[ARC 2238C, IAB 11/11/15, effective 12/16/15]

**817—11.5(15H) Designated funds.** A percentage of grant funding may be designated by the commission to address specific underserved or high-need geographic areas or schools. In advance of the competition, the commission may also set a minimum amount available for reading corps grants financed with state, federal and private funds, as well as any minimum or maximum funding amounts for individual applicants based on program need and the service territory of the communities described, and past performance of use of funds, if applicable. The commission may also give priority to programs that serve underserved or high-need areas or schools.

This rule is intended to implement 2015 Iowa Acts, House File 488, section 2.  
[ARC 2238C, IAB 11/11/15, effective 12/16/15]

**817—11.6(15H) Application process for new grants.**

**11.6(1) Request for application.** The commission shall issue a request for applications, which shall include program criteria and application forms for the applicable fiscal year.

**11.6(2) Application time frame.** The applicant shall submit the completed application to the commission according to the time line identified in the request for application.

**11.6(3) Application review process.** Applications will be reviewed by a grant review committee, which is composed of members of the commission grant review committee, individuals with expertise in youth programming, and citizens of Iowa. Using the criteria in rule 817—11.4(15H), the committee will review the applications based on the appropriateness and merit of the projects.

**11.6(4) Notification.** Applicants whose projects have been selected for funding shall be notified by the commission.

This rule is intended to implement 2015 Iowa Acts, House File 488, section 2.  
[ARC 2238C, IAB 11/11/15, effective 12/16/15]

**817—11.7(15H) Administration of grants.**

**11.7(1) Contracts.** The commission shall prepare contractual agreements for the grants.

*a.* The contract shall be executed by the executive director of the commission and the duly authorized official of the project.

*b.* The contract shall include due dates and the process for the submission of the progress reports and financial reports.

**11.7(2) Reporting.** All grant recipients shall submit progress and financial reports to the commission.

**11.7(3) Availability of funds.** A separate request for applications will be issued only when there are available funds for this program. To the extent allowable by federal regulations, Iowa reading corps will always be an acceptable program model for annual AmeriCorps grants and will be listed in the annual AmeriCorps program request for applications.

This rule is intended to implement 2015 Iowa Acts, House File 488, section 2.  
[ARC 2238C, IAB 11/11/15, effective 12/16/15]

**817—11.8(15H) Reversion of funds.** Grant funds not expended by the project closeout date shall revert to the commission and the community programs account established pursuant to 2015 Iowa Acts, House File 488, section 2.

This rule is intended to implement 2015 Iowa Acts, House File 488, section 2.  
[ARC 2238C, IAB 11/11/15, effective 12/16/15]

[Filed ARC 2238C (Notice ARC 2107C, IAB 8/19/15), IAB 11/11/15, effective 12/16/15]